

# BUSINESS PRACTICE BULLETIN

BULLETIN NO.: **A-472**

PAGE: 1 OF 40

DATE: January 18, 2013

The School Board of Broward County, Florida

## **SUBJECT: COLLECTING, PROCESSING AND REPORTING WORKFORCE EDUCATION DATA**

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### GENERAL

### MANAGEMENT POLICIES

#### Overview


The collection, processing and reporting of a variety of information is a constant and critical component to student and program accountability. Additionally, general demographic information becomes valuable to numerous other process designed to accomplish statistical studies and trends, marketing and informational needs and future projections and program planning. The proper use of such data can enhance systems designed to accomplish various workplace functions.

Over the past several years, directives from the Florida Department of Education, Division of Career and Adult Education have transformed the delivery of instruction to be comparable to that of the State College System, namely the conversion to a course delivery structure. The driving force behind this conversion has been the State Course Numbering System (SCNS).

The conversion has necessitated a major shift in "how we do business". Every attempt has been made to use technology to assist instructors and administrators alike to seamlessly transition to a new instructional delivery model. On the following pages of the Business Practice Bulletin, you will find a description of the procedures and process that have been developed and/or modified to accomplish this end.

All Workforce Education Information Management (WEIM) forms contained in the appendix section are also accessible online at: <http://www.broward.k12.fl.us/weim/>

Approved at SLT  
January 18, 2013

  
Robert W. Runcie, Superintendent

Supersedes:  
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Issued By:  
Workforce Education Information Management (WEIM)

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### A. SCHEDULING

#### 1. Overview

In order to begin the process of registering and reporting student performances, school program and student schedules must be established. This is a continual process that spans the entire school year. It is imperative that schedules are properly prepared and specific data is error free. Close attention should be given to creating schedules where it will be a reasonable expectation of full student participation. There are several components to the scheduling process. Following are the policies affecting those components.

#### 2. Statewide Course Numbering System (SCNS)

- a. Florida's Statewide Course Numbering System was created in the 1960's and is a key component of Florida's K-20 seamless system of articulation. The system provides a database of postsecondary courses at public technical centers, state colleges, universities and participating nonpublic institutions. The assigned numbers describe course content to improve research, assist program planning and facilitate the transfer of students.
- b. Broward County Technical Centers began the preparation for conversion to SCNS during the 2008-2009 School year. Program/course crosswalks were designed in order to transfer student programs of study from a general program structure to a detailed structure of program and course structure. Data collection and reporting protocols needed to be totally redesigned in order to properly register students, collect, report and fund course offerings.
- c. Along with the conversion challenge was the objective of providing a new system in a seamless, transparent process that would not severely impact students, counselors and registration personnel. The uniqueness of program and course lengths prevented a standard registration and reporting timeframe. Instead, system design demanded the maximum flexibility that would allow for variable actions within the restriction of standard reporting requirements.
- d. The conversion began during the 2009-10 school year with students transitioning to new SCNS programs at specific "trigger points" and continuing throughout the year. With the amount of transition students greatly reduced, the process continued into 2010-11.

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**A. SCHEDULING (continued)**

**3. Instructional Delivery**

- a. Under the SCNS concept the delivery of instruction had to be modified. Under the recent program structure competencies were taught in a less restrictive manner. Competencies listed in the beginning of the curriculum framework in the early part of the program, could be completed towards the end of the program. The only drawback to that was that the student would have Occupational Completion Points (OCPs) awarded later on in the program. The SCNS program organization has designated OCPs as courses. The competencies associated with a specific OCP are now associated to a specific course. The course is designated with its unique course number.
- b. The new structure has many advantages. Students may now enroll in a program and at the conclusion of the course, receive a grade for the course and be able to generate a transcript that could be presented to an employer as proof of completion. Additionally, an electronic transcript could be generated that would facilitate the transfer of credits to any technical center within Florida where a student may wish to transfer. At the conclusion of the program, the student will be able to generate a complete official transcript that will present a complete academic history.
- c. As mentioned previously, a major objective of the conversion was to keep the processes of registering, reporting and funding of students as transparent as possible. Under the "old" system, OCPs were of various lengths, e.g. 150 hours, 90 hours, 450 hours, etc. As courses are now aligned with OCPs under SCNS, the scheduling, enrolling in, reporting and funding of courses would become a logistical nightmare. Student schedules would be inconsistent, from course to course and registration would be a continual process.

**4. Scheduling Solution**

In order to provide the maximum scheduling opportunities and the minimum confusion, scheduling scenarios have been created in the master schedule for each program/course/section for each enrollment term within the school year. The school Department Head and Program Administrator are ultimately responsible for the design and maintenance of the master schedule. Changes and modifications can be made through a request by the Department Head with the approval of the Program Administrator.

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### A. SCHEDULING (continued)

#### 5. Master Schedules

The creation of course master schedules is the foundation of the Broward Workforce Development Information System (BWDIS). It is here that all pertinent data concerning a particular course is entered. This information includes, but is not limited to the following:

- The program number and title
- The course number and title
- Dates the course will be offered
- Times of the day that the course will be offered
- Daily Instructional Hours
- The instructor who is instructing the course
- The room where the course will be taught
- The Cost Category of the course
- The fees that will be collected for the course
- The Last Day of Eligibility (LDE) Apprenticeship only

#### 6. Scheduling Guidelines – Career and Technical Education/Applied Technology Diploma (CTE/ATD) (CRC 352-364)

a. All sections of CTE/ATD courses should be created using the SCNS format. Standard accepted timeframes are:

- 3 hour block – a.m.
- 3 hour block – p.m.
- 6 hour block – all day
- 4 hour block – evenings

b. The implementation of SCNS has necessitated the creation of a master schedule that has all the courses affiliated with a particular program available in all time periods that the program is offered. Once established, the flexibility of placing students in the course that is appropriate for the individual student is available to the instructor.

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### A. SCHEDULING (continued)

#### 6. Scheduling Guidelines – Career and Technical Education/Applied Technology Diploma (CTE/ATD) (CRC 352-364) (continued)

- c. It may be necessary to modify this standard to meet the needs of licensure programs that have specific guidelines. Additionally, with administrative approval, modifications to schedules can be made as necessary. Care should be taken to carefully assess the need for modification considering the impact such changes would have on the student, the instructor and reporting processes.
- d. The Last Day of Eligibility (LDE) requirement for CTE/ATD courses has been modified to be the last day of class in an enrollment term. It is not recommended to allow students to register for a course within 2 weeks of the end of an enrollment term, due to the impact it would incur. Only in extreme circumstances should this option be allowed. Students should be encouraged to register for the next enrollment term.

#### 7. Scheduling Guidelines – Apprenticeship (CRC 371-372)

- a. Apprenticeship does not fall under the guidelines of SCNS. Therefore, master schedules will continue being created by program numbers. Last Day of Eligibility guidelines are still in effect, which is 8 days for programs operating 5 days per week excluding Saturdays and Sundays. Refer to the chart for shorter schedules.
- b. Use the following method when establishing Last Day of Eligibility (LDE).

<u>If course runs:</u>	<u>LDE date is:</u>
• 5 days per week	8 <sup>th</sup> day of class
• 4 days per week	7 <sup>th</sup> day of class
• 3 days per week	6 <sup>th</sup> day of class
• 2 days per week	4 <sup>th</sup> day of class
• 1 days per week	2 <sup>nd</sup> day of class

- c. If course is a **Saturday only** class which runs for an entire term, the second Saturday will be the Last Day of Eligibility (LDE).

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### **A. SCHEDULING (continued)**

#### **7. Scheduling Guidelines – Apprenticeship (CRC 371-372) (continued)**

- d. Courses that begin after the Final Workload Report is run or the Last Day of Eligibility (LDE) is after the Final Workload Report is run are to be scheduled in the next term. The funding will be reported in the subsequent survey.

#### **8. Scheduling Guidelines – Adult General Education (AGE) (CRC 401-409)**

- a. Schedules are to be created in small manageable blocks that afford students the opportunity to attend class without personal hardships.
- b. Schedules may be offered in two (2), three (3) and four (4) blocks.
- c. Evening schedules should be created for two (2) nights per week, four (4) hours per night.
- d. Evening sections may be scheduled for four (4) days per week (Monday through Thursday) only if evidence exists of regular attendance.
- e. Students not attending regularly should be transferred to a reduced schedule until regular attendance can be assured.
- f. Last Day of Eligibility (LDE) is considered to be the last day a student may enroll in a course. Last Day of Eligibility (LDE) date will be the last scheduled day of the class. It is not recommended to allow students to register for a course within 2 weeks of the end of an enrollment term, due to the impact it would incur. Only in extreme circumstances should this option be allowed. Students should be encouraged to register for the next enrollment term.

#### **9. Scheduling Guidelines – E-Learning Courses**

- a. Career and Technical Education (CTE)/Applied Technology Diploma (ATD): Courses are to be scheduled for the maximum of six (6) hours per day/five (5) days per week for a total of 540 hours per eighteen (18) week term. There will not be a cap on capacity.

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### A. SCHEDULING (continued)

9. **Scheduling Guidelines – E-Learning Courses** (continued)
  - b. Adult General Education (AGE):  
Courses are to be scheduled for the maximum of three (3) hours per day/four (4) days per week for a total of 216 hours per eighteen (18) week term.
10. **Scheduling Guidelines – General Education-Promotion**  
Classes will be held for a maximum of eight (8) hours per week excluding breaks (excluding the Summer Term).
11. **Scheduling Guidelines – Technical Dual Enrollment**
  - a. Technical Dual Enrollment courses offered at the technical centers will follow the same scheduling guidelines as CTE/ATD courses.
  - b. School Board Policy 6000.1 (H) governs Technical Dual Enrollment.
12. **Calendar**
  - a. The School Board approved calendar is pre-programmed into the database. By entering the term that the course is to be offered, the begin date and the end date are defaulted. Schools have the option of modifying the begin date and the end date to meet their needs. Schools are required to change the number of days that the course will be operating when day school functions prohibit courses from being held per calendar. Professional Development days are considered a scheduled class day.
  - b. Standard term lengths will be two-eighteen (18) weeks and one-nine (9) week for all programs.
13. **Class Times**  
Daytime rosters should reflect a maximum of six (6) hours (CTE/ATD only) of class time. Evening rosters can reflect a maximum of four (4) hours of class time. Rosters for four (4) or more hours must reflect a break time. Break time minutes are excluded from Workload Calculations by entering the actual number of Instructional Hours on the Master Schedule. Guidelines for breaks are as follows:
  - 4 hour rosters – 15 minutes
  - 5 hour rosters – 30 minutes
  - 6 plus hour rosters – 30 minutes

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**A. SCHEDULING (continued)**

**14. Room Capacity Limits**

Each Adult General Education (AGE) classroom will have the capacity limited to 45 students per session. The capacity limit is based on a standard sized classroom with 30 learning stations plus the allowance of a 50% "over registration." Classrooms that exceed the normal size may have their room capacity limit increased based on the same calculation. To accomplish this, a formal written request must be made to Workforce Education Information Management (WEIM) to raise the capacity. A representative from Workforce Education Information Management (WEIM) will physically verify the room capacity prior to any adjustments being made. Room capacity limits do not apply to Career and Technical Education (CTE/ATD) Programs. **WEIM Form IF018.**

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### **B. STUDENT ASSESSMENT AND PLACEMENT**

#### **1. Overview**

- a. The establishment of each student's academic status is paramount to beginning a successful educational experience. For both the Certificate and Applied Technology student and the Adult General Education student the use of assessment scores are required to meet state and federal requirements for program completion and/or academic skill attainment.
- b. Beginning in the 2010-11 school years, the district will be reporting assessment scores to the Florida Department of Education. Additionally, the determination of scale scores will be used and reported for each student.
- c. The tests currently approved by the State Board of Education for use by LEAs are as follows:
  - Comprehensive Adult Student Assessment System (CASAS)
  - Tests of Adult Basic Education (TABE)
  - Native Language Literacy Survey (NLLS)

#### **2. Requirements**

##### **a. Adult General Education**

All students in adult general education programs and courses that are supported with state and federal funds must be pretested with one of the above tests in order to establish baseline Educational Functioning Levels (EFLs) for the students. These students must be post-tested with an alternative form of the same test in order to determine if any student has made a learning gain, either in the scale score points or NRS levels. When assessing students in federally-supported adult education courses, programs must follow the guidelines established by the publisher with regard to the number of hours of instruction that takes place between the pretest and any subsequent posttests.

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## B. STUDENT ASSESSMENT AND PLACEMENT (continued)

### 2. Requirements (continued)

#### b. Certificate and Technical Education/Applied Technology Diploma

Each career and technical education program, including applied technology diploma programs, has associated academic skill requirements (reading, math and language) that are required for program completion. Section 1004.91, Florida Statutes, requires students who enroll in a program offered for 450 hours or more to complete an entry-level examination. The examination is designed to assess student mastery of basic skills. The assessment instruments approved for this purpose are the Tests of Adult Basic Education (TABE).

c. The basic skills requirement for career education programs are exit requirements, not entry or placement requirements. A student may enter the career education program before reaching the minimum basic skills levels, but may not receive a Career Certificate of Completion until the basic skills are met.

d. State Board Rule 6A-10.040(8) or 6A-10.0315, F.S., allows for exempting a limited number of students from having to meet the basic skills requirement. These students are exempt by:

S

Achieving the following scores on one of the college level examinations, including:

- Accuplacer—Reading Comprehension 83, Writing Skills 83, Elementary Algebra 72 or
- Enhanced ACT—Reading 18, English 17, Mathematics 19, or
- SAT-I—Verbal 440, Mathematics 440, or
- P.E.R.T—Reading 104, Writing 99, Mathematics 113; or

Passing a related state, national or industry credentialed licensure examination found on the Department of Education Basic Skills Exemption list. For details, contact a Broward Technical Center program counselor.

e. Students enrolled in law enforcement training academies are exempt from the requirements of Section 1004.91 F.S. (The Florida Department of Law Enforcement (FDLE) has designated the Florida Basic Abilities TEST (FBAT) for use with these students.

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### B. STUDENT ASSESSMENT AND PLACEMENT (continued)

#### 2. Requirements (continued)

- f. If a student successfully completes his/her coursework, does not meet the basic skills, Florida Department of Education Rule 6A-10.040(4) F.A.C., allows opportunities for remediation when needed and to avoid penalizing a student who may not be able to attain the required basic skills requirement due to a disability. Students with exceptionalities who do not reach the stated mandated basic skills scores for their certificate program may request a **Waiver of Meeting Basic Skills** once they have participated in remediation and have retaken the TABE test. For details see the Broward County Public Schools Assessment Procedures Manual for CTE/ATD and AGE Programs.

#### 3. Data Entry

- a. Once the Student Assessment process has been completed, assessment results must be entered in the Broward Workforce Development Information System (BWDIS) through the Student Assessment/Placement Panel (W06) within 24 hours. Extreme care must be taken to enter the correct data in a timely fashion. It is the intent of the centralized database of student assessment scores to provide a means to access a student's progress throughout his or her educational process and to reduce the practice of unnecessary testing. Assessment information conducted by other schools within the district is available to view. Refer to Assessment Procedures Manual posted on the WEIM website <http://www.broward.k12.fl.us/weim/> under the Assessment Information Tab. This is contingent upon funding availability.
- b. The Student Assessment/Placement information will be used to validate the awarding of any incentive dollars generated by completion of Full Program Completer Certificates in Certificate and Applied Technology Diploma programs requiring the completion of the Basic Skills Requirement. For students enrolled in Adult General Education programs, the awarding of Literacy Completion Points (LCPs) will be validated by assessment scores. Additionally, each of these items is the basis for award performance dollars under the Performance Based Budgeting System and the district Completion Incentive Award.

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## C. STUDENT REGISTRATION

### 1. Overview

- a. All student and course data is collected, processed and reported to the Department of Education, Division of Career and Technical Education. It is here that information is aggregated and utilized for numerous accountability and funding reports for use by state and local officials. The original data resides in the district data warehouse and is utilized for generating accountability and funding data for use at the local level.
- b. Student demographic and course information must be collected and reported to the Department of Education, Division of Career and Technical Education. The collection of accurate student data is to be emphasized at all times. Additionally, the confidentiality of all student data is mandatory.

### 2. Collection of Student/Course Information

Accurate and complete student demographic/course information is critical to numerous functions within the district and each location. The Florida Department of Education has, through the WDIS Student Database Handbook established student demographic/course information that is required for state and federal reporting mandates. Additional local data elements have also been created to meet local needs. The collection of accurate student data must be emphasized at all times. Additionally, the confidentiality of all student data is mandatory.

### 3. Residency

- a. Residency Statute Section 1009.21, Florida Statutes outlines the broad legal parameters for establishing residency for tuition purposes in Florida higher education institutions. Additionally, students who want to qualify for state financial aid programs (e.g. Bright Statutes, Florida Access Grant) must meet its provisions
- b. The Residency Guidelines were adopted by the Articulation Coordinating Committee to assist college and university administrators in implementing Section 1009.21 Florida Statute; Rules 6A-10.044 and 6A-20.003 Florida Administrative Code; and the Board of Governors Regulations 7.005. The guidelines, as maintained by the Statewide Residency Committee are used to determine residency status for tuition purposes in public career centers, school district, Florida colleges and universities, as well as authorized independent colleges and universities in determining eligibility for state financial aid programs.

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## C. STUDENT REGISTRATION (continued)

### 3. Residency (continued)

- c. The Residency Statement (also known as a Residency Affidavit) should be part of any public career center, school district, Florida college or university admissions application. The residency Statement should be completed upon admission to determine residency for tuition purposes. Students who provide incomplete documentation will not be classified as a resident for tuition purposes. **WEIM Form IF039.**

For more detailed information refer to "Guidelines on Florida Residency for Tuition Purposes", adopted by the Articulation Coordination Committee, Updated October 27, 2010.

### 4. Social Security Numbers

- a. Students' Social Security Numbers are critical to the follow-up of students after their completion of studies. Follow-up is conducted by the Florida Education Training & Placement Information Program (FETPIP) as prescribed by Florida Statute. FETPIP uses the student's Social Security Number to cross-reference other government databases to determine student outcomes for state and federal reporting. Of equal importance is that placement findings are a major component of the Workforce Education Performance Based Budgeting process.
- b. At the time of initial registration, each student will be requested to supply the social security number on the Workforce Education Registration Application. Once the initial application is processed a Broward County District Student Identification Number (SID) will be assigned. The SID will be used to identify the student in future registrations, reports, etc. The Social Security Number will be referred to only in rare instances as needed and will not be made public.
- c. Florida Statute 1008.386 Social security numbers used as student identification numbers states:

Each district school board shall request that each student enrolled in a public school in this state provide his or her social security number. Each school district shall use social security numbers as student identification numbers in the management information system maintained by the school district.

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## C. STUDENT REGISTRATION (continued)

### 4. Social Security Numbers (continued)

#### c. (continued)

However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The school district shall include the social security number in the student's permanent records and shall indicate if the student identification number is not a social security number. The Commissioner of Education shall provide assistance to school districts to assure that the assignment of student identification numbers other than social security numbers is kept to a minimum and to avoid duplication of any student identification number.

- d. Once collected, every effort must be made to protect the confidentiality of a student's Social Security Number. Unauthorized use of the Social Security Number is prohibited.
- e. Social Security Number is required for a student to receive IRS Form 1098T – Tuition Statement.

### 5. Workforce Education Registration Application

a. The primary collection instrument for student demographic/course information is the Workforce Education Registration Application. Students must provide all information requested on the application in a neat legible manner. Students who do not provide applications that can be easily read for data entry purposes will be asked to submit another application.

**WEIM Form IF001.**

b. Students must complete both sides of the registration application. During the year, students continuing in the same course from one registration period to the next need not complete an additional form unless there are changes to be made. Each school has the responsibility to update each student record in the Broward Workforce Development Information System (BWDIS) as changes occur.

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## C. STUDENT REGISTRATION (continued)

5. **Workforce Education Registration Application** (continued)
  - c. Staff members may assist students in completing the Registration Application. Staff member and student must sign and date the back of the form. No exceptions.
  
6. **Student Schedule/Receipt**

Each student must receive a Workforce Education Student Schedule/Receipt at the time of registration. **WEIM Form IF022.**
  
7. **Orientation and Basic Skills Assessment**
  - a. The initial step in the registration process is for the student to attend an **Orientation**. It is here that the student receives important information on the program offerings and all admissions requirements.
  
  - b. The next step is to take the **Basic Skills Assessment**. It is here that the data collection process begins and the student begins to create a "history". When registering for the assessment, specific demographic information is collected. It is also here that a Student Identification Number (SID) is assigned to the student. This number is unique to the student and should be remembered by the student. Future requests for student information will require the Student ID (SID). It is also a way to keep all student information confidential.
  
8. **Counseling Interview for CTE/ATD/AGE Programs**

During the counselor interview, student interest and career goals are expressed and basic skills assessment results are reviewed. If academic preparation and/or remediation are necessary in order for the student to meet academic and/or the basic skills requirement upon program completion, it is formulated in the plan.
  
9. **Financial Assistance for CTE/ATD Programs**

If Financial Assistance is requested by the student, the application and approval process must be completed **prior** to the actual registration.
  
10. **Student Registration for First Time CTE/ATD Students**
  - a. The implementation of the Statewide Course Numbering System (SCNS) has greatly impacted the registration process. As previously explained, the change to a course structure within a program has necessitated the re-engineering of data collection processes, instruments and data systems.

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## C. STUDENT REGISTRATION (continued)

### 10. Student Registration for First Time CTE/ATD Students (continued)

- b. The registration of students in the Workforce Education system is the initial and critical aspect of the process. It is at this point where important student information is gathered and processed. The complete and accurate process will have a long term effective on proper student documentation, local, state and federal reporting, student academic history, student transcripts, student and program accountability and funding.
- c. In accordance with the requirements established by the implementation of SCNS, enrollment periods have been expanded to semester, or 18 week periods of instruction. The student, when registering, will be responsible for the tuition cost and other fees associated with the program for the entire length of the enrollment period. Financial Assistance is available to all students who meet the requirements of each financial assistance program.
- d. Within the enrollment period, instruction is subdivided into segments of instruction which meet the requirements of a specific course, formerly referred to as an Occupational Completion Point (OCP). The amount of time necessary to complete each course, or OCP, varies. It is very possible that several courses can be completed within the time span of an 18 week or semester enrollment period. It is also possible that courses may extend beyond an enrollment period and require the registration, or enrollment, in an additional enrollment period, or term.
- e. Once the Orientation, Assessment and Financial Assistance application (if requested) process steps are completed the student is ready to register. Completing the Workforce Education Registration Application is next. It is critical that the application be completed in its entirety. Incomplete applications may be returned to the student for completion. All information must be provided and must be printed neatly and legibly. Many mistakes can be avoided and the time it takes to register a student can be greatly reduced.

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Workforce Education Information Management (WEIM)



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### C. STUDENT REGISTRATION (continued)

#### 10. Student Registration for First Time CTE/ATD Students (continued)

- f. The completed Registration Application signed by a program counselor, Residency Affidavit, signed by a verifying official must be presented to the registrar for formal registration. It must be emphasized that the implementation of the Statewide Course Numbering System (SCNS) has changed the length of an enrollment term. Instead of a student registering for a particular course and its prescribed length, the student will register for a total block of time. The accepted length of a term for CTE/ATD students is considered a semester, which is approximately ninety (90) days.

#### 11. CTE/ATD Student Course Progression within Enrollment Term

- a. The key classroom management tool available to all CTE/ATD programs is the electronic gradebook and Virtual Counselor. It is here that instructors record attendance and track the completion of specific assignments and assign grades when completed. When all the assignments are completed, the particular course that the assignments were attached to is completed. A grade is also assigned. The course lengths created by SCNS have necessitated the need to “progress” students from a successfully completed course to the next course to be taught.
- b. Modifications were made to the electronic gradebook to accomplish this need whenever a final passing grade is awarded to the student.
- c. Electronically, the passing grade will trigger several programmed actions.
- Progressed from one course to the next course within a term
  - Complete a student from a program
  - Complete a student from a course at the end of the enrollment terms

#### 12. Re-Registration of CTE/ATD Admitted Students

- a. The largest challenge to the implementation of the Statewide Course Numbering System (SCNS) was how to allow students to re-register into the next course that they are expected to enroll in without creating mass confusion. The solution was found by asking the fundamental question, “who knows where the student should be”? The answer was, “the instructor”.

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## C. STUDENT REGISTRATION (continued)

### 12. Re-Registration of CTE/ATD Admitted Students (continued)

- b. With this in mind, an electronic process using the district Virtual Counselor application was created. Using the Virtual Counselor application the instructor can:
- Retrieve the course/section(s) that a student(s) are currently enrolled.
  - Select the next course/section in the next enrollment term in which the student will register.
  - Indicate which student(s) are to be authorized to re-register.
  - Approve the selection of students and course/section.
  - The student will now have the ability to re-register.

### 13. College Credit Eligibility

In many CTE/ATD programs, students who have met all eligibility requirements to become a program graduate, may also be awarded college credits from Broward College and other Florida state colleges towards an AS or AAS Degree.

### 14. Guarantee for Success

- a. Broward Technical Centers are committed to teaching the skills necessary for career success. To demonstrate our support, we offer the Guarantee for Success Plan.
- b. If a graduate of any Broward Technical Center does not pass the identified, entry-level, industry certification test in his/her field of study, a student is invited to return for additional training and/or test preparation at no additional cost. Students will be enrolled in course LL000140 "Special Interest", cost reporting code 500. The course length will be 9 weeks in length. There will not be any fees associated with this course. Students, in consultation with their instructor and/or counselor, will attend for as many hours necessary to meet the established plan of instruction.

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## C. STUDENT REGISTRATION (continued)

### 15. Experiential Credit

Students entering CTE/ATD programs may be eligible to receive Experiential Credit within their program of choice. Experiential Performance Awards will allow students to accelerate the instructional process by applying past experiences toward competencies taught in the program. Performance awards may be granted for appropriate course work from regionally accredited educational institutions, and/or significant life experiences such as work experiences, volunteer work, military service, or self-directed study. **WEIM Form IF050 and IF051.**

### 16. Registration of Adult General Education (AGE) Students

The Statewide Course Numbering System (SCNS) does not impact the registration of students in Adult General Education (AGE) courses. Students will continue registering in the Course/Program Number.

### 17. Enrollment Hour Limit

Each Adult General Education (AGE) students will be restricted to no more than 35 hours of instruction per week, Monday through Saturdays and individual sections will be restricted to no more than 4 hours per day.

### 18. General Education – Promotion (Co-enrolled)

- a. High School students may enroll in General Education – Promotion classes for the purpose of achieving credits toward graduation providing all conditions are met.
- b. School Board Policy 6000.1 governs the General Education – Promotion (Co-enrolled) program.

### 19. Technical Dual Enrollment

- a. The Technical Dual Enrollment program provides students in their junior and senior year the opportunity to be admitted to a postsecondary certificate program while still enrolled in high school.
- b. School Board Policy 6000.1 (H) governs the Technical Dual Enrollment program.

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## C. STUDENT REGISTRATION (continued)

### 20. Refund Policy for CTE/ATD and AGE programs

- a. Refunds of fees, except the registration fee, must be requested in person in the Office of Admissions within the first week of the term. Student must turn in their original receipt of payment. Other acceptable evidence of payment as determined by the Superintendent (designee) may be presented to the school director or his/her designee.
- b. After the refund period, students may request a full or partial refund of tuition and supply fees for unusual circumstances. Refunds need administrator approval on the "Student Request for Refund" form.
- c. Cancelled class refunds will be automatically processed. The student is responsible for returning the activity card and any parking passes if applicable within 5 days from cancellation.
- d. Registration fees (\$40.00 or \$20.00) are refunded at a student's request only if a course is cancelled by the school principal or his/her designee. If a student withdraws for any reason, this registration fee is not refundable.
- e. All requests for refunds must be made in person.
- f. School Board Policy 6607 governs refunds.

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## D. STUDENT ATTENDANCE

### 1. Overview

It is the intent of the Broward Technical Centers to provide the best educational opportunity possible that will prepare individuals to make a positive contribution to their chosen occupation. It is expected that every Workforce Education student will assume the responsibility of attendance habits consistent with the expectations of the workplace. Instructors and counselors/advisors may offer intervention strategies where there are instances of excessive absences or tardies that are affecting the educational progress of the student. More stringent attendance policies exist for students enrolled in licensure programs and students who are receiving Financial Aid or Veteran's Educational Benefits.

Current attendance policies can be found on the WEIM website under the Attendance Policy Tab.

### 2. Withdrawal of "Non-Returning" Students in CTE/ATD Programs

- a. Students who do not register for the next term course must be withdrawn from their present course. A change of enrollment must be processed by the instructor by the last day of the current term or no later than the 8<sup>th</sup> day of the new term.
- b. Students who have registered for next term courses and fail to attend must have their enrollment officially terminated. In order to accomplish this, a student who has not entered the next course by the 8<sup>th</sup> day of class must be:
  - Purged from the new course, and
  - Withdrawn from their previous course as of the last day of the term

### 3. Withdrawal of Refunded or Deferred Payment Students

- a. Students who have voluntarily withdrawn from a course and received a refund must have a change of enrollment processed by the registrar and forwarded to the Information Management Specialist in order to purge student from course.
- b. Students who are no longer eligible for a deferred payment must be withdrawn if alternative payments are not received. A change of enrollment is processed by the registrar and forwarded to the Information Management Specialist in order to purge student from course.

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## D. STUDENT ATTENDANCE (continued)

### 4. Attendance Rosters

- a. Attendance Rosters are considered a legal, auditable document. It is the responsibility of the instructor to take attendance each class session. Student attendance taken by persons other than the instructor or substitute is prohibited.
- b. Whenever a student is withdrawn no attendance shall be indicated on the roster after the withdrawal date. This applies for all roster types (DWH or Pinnacle Gradebook).
- c. Students who appear on a roster (Pinnacle Gradebook or DWH) and/or are registered that never physically enter are commonly referred to as “no shows”. These students must be purged from the database using the following criteria:

#### Course Runs

- 5 days a week
- 4 days a week
- 3 days a week
- 2 days a week
- 1 day a week

#### Purge Day Is

- 5<sup>th</sup> day from registration date
- 4<sup>th</sup> day from registration date
- 3<sup>rd</sup> day from registration date
- 2<sup>nd</sup> day from registration date
- 1<sup>st</sup> day from registration date

- d. Submit a change of enrollment form to the information management specialist with the code of “DNE” in the reason for withdrawal field. Once a change of enrollment form has been submitted on a student indicating the DNE, in order for the student to enter class they must go through the normal registration procedures for that location.
- e. **DWH Generated Rosters – Apprenticeship only**
  1. The Entrance Code must be entered to indicate the first day that the student physically enters the class. Only acceptable attendance codes are to be used. Only **blue ink** should be used on rosters. **WEIM Form IF052.**

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### D. STUDENT ATTENDANCE (continued)

#### 4. Attendance Rosters (continued)

##### e. **DWH Generated Rosters – Apprenticeship only** (continued)

2. Final Rosters (all pages) are to be signed and dated using **blue ink** by the instructor of record when submitted at the end of each term. Substitute instructors should initial at the bottom of each day using **blue ink**.
3. A DWH Roster is to be generated one (1) time only per term. Students entering a class after the roster is generated will have their name, student number and grade level manually entered onto the roster. Corrections to the roster should be made by lining through the error once. The instructor should initial each error. White out is not acceptable for use on roster.

##### f. **Pinnacle Gradebook Generated Rosters**

1. The Entrance Code must be entered to indicate the first day that the student physically enters the class. Only acceptable attendance codes are to be used. **WEIM Form IF052**.
2. Final Rosters (all pages) are to be signed and dated using **blue ink** by the instructor of record when submitted at the end of each term.

#### 5. Non-Student Attendance Days

Non-student attendance days include but are not limited to Professional Development, Open House, and Hurricane days. For purposes of funding and attendance all students will be marked with a code of "N".

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## E. END OF CLASS REQUIREMENTS

### 1. Overview

At the end of each class, it is the responsibility of each instructor to verify the accuracy of student data for reporting. The following actions must be completed no later than the close of business on the day following the last scheduled class date. No exceptions. Evening programs must also comply.

### 2. Student Attendance

Student attendance must be reviewed and verified for accuracy. The Class Attendance Summary Report is an excellent tool for this task. Items that must be verified include;

- All students who were in attendance for one or more days during the class are listed on the report.
- Students who registered, but did not attend class (DNE) must be removed from the roster by submitting an electronic Change of Enrollment form.
- Attendance is reported for every day the class was scheduled to meet.
- All students have an E code on the first day present.
- All students who are course progressed in a CTE/ATD program must have a T code on the first day present.
- No attendance has been entered prior to the E code entry.
- No attendance has been reported after the students' withdrawal date.
- If applicable, an RE code is indicated if a student returns after withdrawal.
- Each student has attendance taken for every day the student was enrolled.

### 3. Course/OCP Completions

a. At the conclusion of the class term, all courses must have minimal items completed. Required items include;

- Grades must be entered in Gradebook for all assignments.
- All completed courses must have a grade assigned.

See School Board Policy for grading requirements.

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## E. END OF CLASS REQUIREMENTS

### 3. Course/OCP Completions (continued)

- b. Depending on the course grade awarded, the appropriate Postsecondary Course Status will be assigned.
  
- c. Incomplete or Courses in Progress must be completed with a passing grade within 150% of the course length. Failure to do so will result in the final grade being changed to an "F". If that occurs, the student will need to repeat the full course in order to complete the program.

### 4. Correction Process for CTE/ATD Programs

Under extenuating circumstances, corrections may be made to submitted documents with administrative approval. Corrections of errors may be made by school information management specialist staff. Corrections may be made within 10 working days of the last day of the class. At that time, the class file will be considered officially closed and not eligible for changes.

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## F. FUNDING

### 1. Overview

The implementation of several legislative acts has dramatically altered the delivery, accountability and funding of Workforce Education programs. Under the new standards, emphasis has been placed on student performances, measurement of student outputs and outcomes, along with a Workload/FTE component. Broward County has taken the initiative to revamp the entire district funding process for Workforce Education. The district has chosen to use several funding streams to distribute State Workforce Education funds. Depending on the availability of sufficient funds, these funding streams include:

- Workload/FTE Funding Surveys
- Performance Allocations
- Program Completer Incentive Awards

### 2. Workload/FTE Funding Surveys

Workload/FTE Funding Surveys are generated by Workforce Education Information Management (WEIM). The reporting periods are aligned with the Workforce Education Information System's reporting windows.

- Survey 1 November
- Survey 2 April
- Survey 3 July

### 3. Funding Criteria

- a. In order for a student to be funded for a Workforce Education program, he/she must meet the following criteria:
- b. Workload/FTE calculations will be performed through the Broward Workforce Development Information System (BWDIS) utilizing the methodology established by the Division of Workforce Education. Calculations will be based on Student Instructional Hours for each course that the student is enrolled in.
- c. For CTE/ATD courses, Student Instructional Hours will be based on the total number of instructional hours the student will receive from the first day of enrollment to the end of the course within a term.

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## F. FUNDING (continued)

### 3. Funding Criteria (continued)

- d. For Apprenticeship courses, Student Instructional Hours will be based on the total number of instructional hours the student will receive from the first day of enrollment to the end of the course within a term. Student Instructional Hours eligible for funding will be restricted by the date of enrollment and Last Day of Eligibility (LDE).
- e. For AGE courses, Student Instructional Hours will be based on the total number of instructional hours the student will receive from the first day of enrollment to the end of the course within a term, or the students last day of attendance in a course.

### 4. Enrollment/Funding Guidelines by Cost Reporting Code (CRC)

- a. Course offerings are reported by Cost Reporting Code (CRC) as follows:

#### CTE/ATD

- Certificate Courses (CRC 352-359)
- Applied Technology Diploma Courses (ATD) (CRC 364)

#### APPRENTICESHIP

- Apprentice Courses (CRC 371-372)

#### AGE

- Adult General Education Courses (CRC 401-405 and 409)

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## F. FUNDING (continued)

### 4. Enrollment/Funding Guidelines by Cost Reporting Code (CRC) (continued)

b. The Workload/FTE funding Guidelines by category are as follows:

#### 1. CTE/ATD Courses

Students may register/enroll up to the Last Day of the term. Students will be funded for the total number of Instructional Hours from the date of enrollment to the end of the term.

Students in CTE/ATD courses, who register, but do not enter the class and/or receive a refund or a deferred payment rescinded, must be deleted/purged from the course. Failure to do so will result in an audit exception.

Students in CTE/ATD courses, who register and enter the class and receive a full refund or a deferred payment rescinded, must be deleted/purged from the course. Failure to do so will result in an audit exception.

Students in CTE/ATD courses, who register and enter the class and receive a partial refund, must have a withdrawal code of WRD, funding will be prorated. Failure to do so will result in an audit exception.

#### 2. APPRENTICESHIP Courses

Students may register/enroll up to the Last Day of Eligibility (LDE). Students will be funded for the total number of Instructional Hours in the term from the date of enrollment to the end of the term.

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## F. FUNDING (continued)

### 4. Enrollment/Funding Guidelines by Cost Reporting Code (CRC) (continued)

b. The Workload/FTE funding Guidelines by category are as follows:

#### 3. AGE Courses

Students may register/enroll up to the Last Day of the term. Students will be funded for the total number of Instructional Hours in the term from the date of enrollment to the end of the term or the students last day of attendance in a course.

Students in AGE courses, who register, but do not enter the class, and/or receive a refund, must be deleted/purged from the course. Failure to do so will result in an audit exception.

Students in AGE courses, who register and enter the class and receive a refund, must be deleted/purged from the course. Failure to do so will result in an audit exception.

### 5. Verification of Funding Eligibility

a. Using the ROSTER, schools must verify the eligibility of students for funding.

b. To be eligible for funding in a CTE/ATD course a student must have physically attended at least one (1) scheduled class day prior to and/or including the Last Day of the Term and/or has not received a full refund or a deferred payment rescinded.

c. To be eligible for funding in an APPRENTICESHIP course a student must have physically attended at least on (1) scheduled class day prior to and/or including the Last Day of Eligibility (LDE).

d. To be eligible for funding in an AGE course a student must have physically attended at least one (1) scheduled class day prior to and/or including the Last Day of the Term and has not received a full refund.

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### F. FUNDING (continued)

#### 6. E-Learning Eligibility

- a. Students enrolled in Career and Technical Education (CTE)/Applied Technology Diploma (ATD) and Adult General Education (AGE) courses are eligible to earn Occupational and Literacy Completion Points. In accordance with Compliance Guidelines student progress must be strongly encouraged. Completion Points are also a part of the Workforce Education Performance Funding process.
- b. A minimum of 70% of assignments must be completed and passed by the end of course in order for the student to continue in the program. The instructor will be responsible for validation of funding eligibility.

#### 7. Reporting of Data to DOE

- a. Student enrollment and performance data is transmitted to the state level Community College and Technical Center MIS (CCTCMIS) three (3) times per year. See the State Database Handbook for specific dates.
  - Window F (Fall)            October
  - Window W (Winter)        February
  - Window S (Summer)        July
- b. Every effort will be made to afford instructors and Information Management Specialist adequate time to research and correct student data. However, scheduling conflicts will occur from time to time that will necessitate a shorter timeframe. Every effort must be made to meet reporting schedules.

#### 8. Reporting Criteria

In order to be reported to the Community College and Technical Center MIS (CCTCMIS), a student must have been enrolled (entered) and not have received a full refund or deferred payment rescinded in a Workforce Education course during the reporting period prior to the submission. Even though a student has not attained a performance, his/her record is still reported. At the conclusion of the Workforce Education year, the Community College and Technical Center MIS (CCTCMIS) will annualize all data submitted. The annualized data is then used by the Division of Career and Adult Education and the Florida Legislature to determine the annual accountability measures outcomes and the funding allocation for the next fiscal year.

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## F. FUNDING (continued)

### 9. Local Funding Implications

Broward County has embraced the performance based funding concept and incorporated the concept into its funding protocol for schools. Each year, the official annualized performance data provided by Workforce Education Information Management (WEIM) is used to distribute dollars to schools based on their performances.

### 10. Program Incentive Allocation

a. Workforce Education Information Management (WEIM) developed a system that would reward programs that produce total Career and Technical Education (CTE)/Applied Technology Diploma (ATD) or Adult General Education (ABE, ESOL and AAAE) completers. The result was a Career and Technical Education – Adult General Education Completer Incentive Award.

b. Under this system, Workforce Education Information Management (WEIM) will annually determine through the Broward Workforce Development Information System (BWDIS) the number of total program Completers in Career and Technical Education (CTE)/Applied Technology Diploma (ATD) programs and total subject area completers in Adult General Education (ABE, ESOL and AAAE). Incentive dollars may be distributed annually to schools producing such completers as outlined in the School Budget Guidelines.

c. Definition of a Program/Subject Area completer is as follows:

#### 1. **Adult General Education (ABE) Completer**

Any student who has attained the “Terminal” Literacy Completion Point (LCP) within the subject areas of study. The terminal LCP is the last LCP indicating a grade level of 8.9 in the subjects of Reading, Language and Mathematics. The student assessment scores must be evidenced in Broward Workforce Development Information System (BWDIS) to be considered valid.

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**F. FUNDING (continued)**

10. **Program Incentive Award (continued)**

c. Definition of a Program/Subject Area completer is as follows: (continued)

2. **Adult General Education (ESOL) Completer**

Any student who has attained the "Terminal" Literacy Completion Point (LCP) within the subject areas of study. The terminal LCP of F must be indicated. The student assessment scores must be evidenced in Broward Workforce Development Information System (BWDIS) to be considered valid.

3. **Applied Academics for Adult Education (AAAE) Completer**

Any student who has attained the "Terminal" Literacy Completion Point (LCP) within the subject area of study (Reading, Language or Mathematics). The student assessment scores must be evidenced in Broward Workforce Development Information System (BWDIS) to be considered valid. Attainment of the LCP may additionally satisfy the Career and Technical Education (CTE)/Applied Technology Diploma (ATD) program Basic Skills Requirement.

4. **Career and Technical Education (CTE)/Applied Technology Diploma (ATD) Program Completer**

Any student who has passed all courses associated with a CTE/ATD program, including the Basic Skills Requirement, and has met all the requirements of the Broward Technical Centers. The student assessment scores and the full program completer element must be evidenced in Broward Workforce Development Information System (BWDIS) to be considered valid.

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## G. PERFORMANCE REPORTING

### 1. Overview

- a. As previously described, student performances are the cornerstone of the Workforce Education Performance Based Budgeting. Student Performances are measured through courses as prescribed by the Curriculum Framework. In Adult General Education (AGE) programs, Literacy Completion Points (LCP's) are the performance indicator. In Career and Technical Education (CTE) and Applied Technology Diploma (ATD) programs, course completions are the performance indicators. Completion Point Codes are processed and transmitted to the Community College and Technical Center MIS (CCTCMIS) during three (3) reporting windows each year.
- b. Performance data is annualized at the state level and used for Workforce Education Performance Based Budgeting funding calculations, as well as reports to the legislature. Locally, the data is used for program planning and evaluation.

### 2. Data Collection

Student Performance data can be collected in a variety of methods. The approved methods are:

- Literacy Completion Point Report Form
  - (Gen Ed P (co-enrolled) and GED only)
- Pinnacle Gradebook

### 3. Literacy Completion Point (LCP) Forms

The Literacy Completion Point (LCP) Forms are customized for each program (Gen Ed P (co-enrolled) and GED). It is at the discretion of the school administrator on how forms are to be submitted. Forms may be submitted as each performance occurs or they may be submitted at a designated time for data entry. **WEIM Form IF010 and IF011**

### 4. The WDIS Student Performance Report

The Workforce Development Information System (WDIS) Report is a computer-generated report which displays a class roster of all students. Corrections are made on the Workforce Development Information System (WDIS) Report and then submitted to Information Management Specialist for data entry. It is recommended to generate and distribute the Workforce Development Information System (WDIS) Report after the Pinnacle Gradebook upload to verify data is correct. Instructors will then indicate appropriate codes and submit for processing.

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A-472, Dated 03/12/2008

Issued By:  
Workforce Education Information Management (WEIM)

# BUSINESS PRACTICE BULLETIN

The School Board of Broward County, Florida

**SUBJECT: COLLECTING, PROCESSING AND REPORTING WORKFORCE EDUCATION DATA**

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## G. PERFORMANCE REPORTING (continued)

### 5. Pinnacle Gradebook

Pinnacle Gradebook is a district authorized electronic reporting system. Workforce Education student performances are awarded through the electronic documentation of student lessons and assessment. Regular uploads will assign Completion Point Codes (CPC) to the student in Broward Workforce Development Information System (BWDIS). It is, however, the responsibility of the administrator to insure that all performance data is properly uploaded and verified. Failure to do so may result in the loss of performance revenue.

### 6. Reporting of Performances after submission

At times it may be necessary to report performances after a term has ended and/or a state window has already been transmitted. If this is necessary follow the guidelines below:

- When a term has ended and has **not** been transmitted to the state then the performances should be manually added to the student course record in either the W01 or W04 panel.
- When a term has ended and **has** been transmitted to the state then the performances should first be manually added to the student course record in either the W01 or W04 panel. In addition the same changes must be manually added to the W08 panel.
- When a term has ended and the reporting window is closed, the performance will be reported in the next reporting window.

### 7. Reporting of Performances for GED students

The reporting of GED performances is provided thru the Florida State Department of Education (Division of Career and Adult Education).

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## H. STUDENT AUDITABLE FOLDER

### 1. Overview

Collection and maintenance of student data is critical to an accurate record of educational history. Every effort must be taken to ensure that prescribed items are available for review by the student, counselor and administrators as necessary. Following is a description of official documents subject to review.

All student records are to be stored electronically.

### 2. Student Auditable Folder General Items

Regardless of which program a student is enrolled in the following items shall be in the student auditable folder:

- Workforce Education Registration Application
- Residency Documentation
- Workforce Education Student Schedule/Receipt
- Financial Aid Information (if applicable)
- Student Handbook Acknowledgement (Broward Technical Centers) (May be electronically available in Virtual Counselor)
- Conduct and Discipline Code (signed annually)
- Computer Network Responsibility Agreement (signed annually)
- Official Withdrawal or Notarized letter for under age students (if necessary)
- Emergency Contact Card (signed annually) (May be electronically available in Virtual Counselor)
- Instructor Referrals and/or Counselor/Administrative letters
- Change of Enrollment (may be electronically available in Opt iView)
- Authorized Leave Application (if applicable)
- Attendance Contract (if applicable)
- Notice of Attendance Probation (if applicable)

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## H. STUDENT AUDITABLE FOLDER (continued)

### 3. Student Auditable Folder CTE/ATD Programs

In addition to the above items all CTE/ATD students are required to have the following items in their auditable folder.

- Copy of Certificate for CTE/ATD program completers
- Documentation of test scores
- Licensure programs may require additional documents

### 4. Student Auditable Folder AGE Programs

In addition to the above items all AGE students are required to have the following items in their auditable folder.

#### **Adult Basic Education (ABE)**

- TABE Answer Sheets or TABE PC/Online Report Sheets
- LCP Forms or Pinnacle Gradebook Verification Report

#### **General Education-Promotion/Co-Enrolled**

- Official Co-Enrolled Grade Report
- LCP Forms or Pinnacle Gradebook Verification Report
- TABE Answer Sheets or TABE PC/Online Report Sheets
- Transcript

#### **Pre-General Educational Development (GED)**

- Official GED Transcript in order to award LCP's
- Progress Report for Science and Social Studies
- TABE Answer Sheets or TABE PC/Online Report Sheets for Reading, Math and Language
- LCP Form or Pinnacle Gradebook Verification Report

#### **General Educational Development (GED)**

- Official GED Transcript in order to award LCP's
- LCP Form or Pinnacle Gradebook Verification Report

#### **Adult English for Speakers of Other Languages (ESOL)**

- CASAS Answer Sheets/CASAS eTest Reports
- LCP Forms or Pinnacle Gradebook Verification Report

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## H. STUDENT AUDITABLE FOLDER (continued)

### 4. Student Auditable Folder AGE Programs (continued)

#### **Applied Academics for Adult Education (AAAE)**

- TABE Answer Sheets or TABE PC/Online Report Sheets
- LCP Forms or Pinnacle Gradebook Verification Report

#### **ESOL Academics**

- CASAS Answer Sheets/CASAS eTest Reports
- LCP Forms or Pinnacle Gradebook Verification Report
- Progress Report

#### **ELCATE**

- CASAS Answer Sheets/CASAS eTest Reports
- LCP Forms or Pinnacle Gradebook Verification Report
- Progress Report

#### **Citizenship**

- Student Pre and Post Inventories
- LCP Forms or Pinnacle Gradebook Verification Report
- Progress Report

#### **Literacy for Adult ESOL Learners**

- NLLS answer sheet
- LCP Forms or Pinnacle Gradebook Verification Report
- Progress Report

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### I. COMPLIANCE REVIEW

#### 1. Overview

- a. The financial implications of student enrollment and performance data, which resides in the Broward Workforce Development Information (BWDIS) system, cannot be overemphasized. Each data element entered in BWDIS could have a financial implication in dollars awarded to the district by the Florida Legislature and/or distributed through Workforce Education Information Management (WEIM). The school administrator is ultimately responsible for any and all information collected and processed into the database.
- b. It will be the responsibility of Workforce Education Information Management (WEIM) to conduct Compliance Reviews of Student Workload and Performance data. Additionally, Workforce Education Information Management (WEIM) will be periodically reviewed by Management/Facility Audits in order to ensure compliance with established guidelines and procedures.

#### 2. Workload Compliance Review

- a. Upon request, each location will provide the prescribed records to Workforce Education Information Management (WEIM) for a formal paper review. The required records to be submitted will be:
  - Term Master Schedule
  - Class Roster/Classroll
  - Student Schedule/Receipts
  - Workload Funding Reports
- b. A signed receipt of records submitted will be generated by Workforce Education Information Management (WEIM). Such receipt will also document records returned to the school upon the completion of the Review. **WEIM Form IF015.**

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## I. COMPLIANCE REVIEW (continued)

### 3. Data Compliance Review

- a. Workforce Education Information Management (WEIM) has been authorized by the SBBC Management Audits to conduct periodic reviews of Workforce Education data provided by students enrolling in Workforce Education programs. Such data has been collected and processed by SBBC personnel.
- b. The policies and procedures described in this document will be the basis of the review. The use of technology will be utilized to the maximum amount possible so as to present as little inconvenience as possible to personnel. WEIM personnel will conduct "desktop" reviews by reviewing data processed into the Broward Workforce Education Information System (BWDIS). This will include, but not be limited to:
  - Reviewing student records
  - Reviewing student records provided by instructors such as attendance rosters and student grade reports
  - Reviewing student records used for generating Workload Funds
  - Reviewing student records used for generating performance and incentive funds
  - Reviewing records used in creating student transcripts
- c. Discrepancies or irregularities discovered may require a more in depth review of records, policies and procedures for the purpose of discovering the causes of any discrepancies and/or irregularities creating an audit exception.
- d. At the discretion of the Chief Auditor and the Chief of School Performance and Accountability, records in error or process violations which result in over funding, may result in a budget adjustment by the Budget Analyst responsible for Workforce Education.

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## APPENDIX OF WEIM FORMS

<u>Form Number/Title</u>	<u>Section Title</u>	<u>Section</u>	<u>Page</u>
IF001 Workforce Education Registration Application	Student Registration	C5a	14
IF010 LCP Form - GED	Performance Reporting	G3	33
IF011 LCP Form – GEN ED P	Performance Reporting	G3	33
IF015 Compliance Review Records Receipt	Compliance Review	I2b	38
IF018 Room Capacity	Scheduling	A14	08
IF022 Student Schedule/Receipt	Student Registration	C6	15
IF036 Florida Residency Affidavit	Student Registration	C3c	13
IF050 Experiential Performance Awards Criteria	Student Registration	C15	19
IF051 Experiential Credit Application	Student Registration	C15	19
IF052 DWH Roster	Student Attendance	D4e	22

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# Career, Technical, Adult & Community Education WORKFORCE EDUCATION REGISTRATION APPLICATION

**REGISTRATION APPLICATION DIRECTIONS:** Please print and use legal names. Please complete each item. Every item on this application is required by Florida Statute and/or Florida Administrative Code. If you feel you need assistance to complete this form please see a staff member at the time of registration.

**STUDENTS WITH DISABILITIES:** Accommodations and services are available to students with documented disabilities. If you have any special needs, please arrange an appointment for advisement/counseling with designated personnel at the school. Reasonable efforts will be made to accommodate your needs.

SOCIAL SECURITY # / STUDENT ID # _____-_____-_____/_____-_____-_____-		PROGRAM / COURSE REQUESTED		SECTION(S)		
LAST NAME		FIRST NAME		MI	E-MAIL	
ADDRESS		APT.	CITY	COUNTY	STATE	ZIP CODE
TELEPHONE NUMBER HOME (_____) _____-_____-_____- CELL (_____) _____-_____-_____-			EMERGENCY CONTACT NAME: _____ PHONE: _____ (_____) _____-_____-_____-			
BIRTH DATE (MM/DD/YYYY) _____/_____/_____-		IN WHAT COUNTRY WERE YOU BORN?		GENDER <input type="checkbox"/> Female <input type="checkbox"/> Male		
Do you have a standard diploma/GED? <input type="checkbox"/> Yes (31) <input type="checkbox"/> No (30)			Are you a U.S. Military veteran? <input type="checkbox"/> Yes (V) <input type="checkbox"/> No (Z)			
RESIDENCY FOR TUITION PURPOSES: (Check one) Are you: <input type="checkbox"/> A Florida Resident? (4) (F) <i>County</i> _____ <input type="checkbox"/> An Out-of-State Resident? (5) (N)						
Is English your native language? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, do you have difficulty reading and/or writing the English language? <input type="checkbox"/> Yes (Y) <input type="checkbox"/> No			CITIZENSHIP (Please indicate your citizenship) <input type="checkbox"/> (A) Non-Resident Alien <input type="checkbox"/> (C) U.S. Citizen <input type="checkbox"/> (P) Permanent Resident Alien <input type="checkbox"/> Unknown			
What is the highest level of schooling you have completed? <input type="checkbox"/> (N) No Formal Education <input type="checkbox"/> (E) Grades 1-5 <input type="checkbox"/> (M) Grades 6-8 <input type="checkbox"/> (H) Grades 9-12 <input type="checkbox"/> (D) High School Diploma <input type="checkbox"/> (G) GED <input type="checkbox"/> (S) Some College, No Degree <input type="checkbox"/> (C) College Degree <input type="checkbox"/> (X) Unknown						
Please indicate the origin of your schooling: <input type="checkbox"/> (U) U.S. Based <input type="checkbox"/> (N) Not U.S. Based <input type="checkbox"/> (X) Unknown						
<b>Please answer BOTH questions 1 and 2.</b>						
<b>Ethnicity:</b>						
1. Are you Hispanic or Latino? (Please choose only one)						
<input type="checkbox"/> No, not Hispanic or Latino						
<input type="checkbox"/> Yes, Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race						
<b>Race:</b>						
2. What is your race? (Please mark all that apply)						
<input type="checkbox"/> American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment						
<input type="checkbox"/> Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g., Cambodia, China, India, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam						
<input type="checkbox"/> Black or African American – A person having origins in any of the black racial groups of Africa						
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands						
<input type="checkbox"/> White – A person having origins in any of the original peoples of Europe, the Middle East or North Africa						

**DISPLACED HOMEMAKER** *(Technical Program Applicants)*

Are you an individual (male or female) who has worked primarily in the home without pay and now, because of death, divorce, separation or disability of their spouse, or loss of public assistance, need to seek training to enter the job market?

Yes (H)  No (Z)

**SINGLE PARENT/SINGLE PREGNANT WOMEN** *(Technical Program Applicants – Check one)*

Are you a:  Single Parent (S)  Single Pregnant Woman (W)  Both (B)

**INTERNATIONAL STUDENTS** *(Technical Program Applicants)*

Do you have an approved M-1 visa?  Yes  No International Student Advisor verification: \_\_\_\_\_  
(INITIALS)

I hereby certify that the information on this application is accurate to the best of my knowledge. I further certify that I am not currently expelled from the Broward County Public Schools.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**– OFFICIAL USE ONLY –****INITIAL ASSESSMENT RESULTS**

TABE TEST DATE: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

TEST NAME: *(Check all that apply)*

TABE 9  TABE 10

TEST FORM:

SURVEY  BATTERY

READING

MATH

LANGUAGE

LEVEL: (L, E, M, D, and/or A) \_\_\_\_\_

SCALE SCORES: \_\_\_\_\_

**NOTE: Schools retain the right to validate Assessment results.**

CASAS TEST DATE: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

CASAS TEST FORM: \_\_\_\_\_ READING \_\_\_\_\_ LISTENING \_\_\_\_\_ NLS SCORE RANGE \_\_\_\_\_

SCALE SCORES: \_\_\_\_\_

**FINANCIAL ASSISTANCE** *(Check all that apply)*

- Has student **received**:
- Pell Grant (A)
  - SEOG (B)
  - ITA (WIA) (D)
  - Other need-based Financial Assistance such as scholarships or loans (E)
  - District Financial Assistance (FAFTF) (F)
  - Florida Public Postsecondary Career Education Student Assistance Grant (H)

**STUDENT DISABILITY**

Does the student request an appointment for Advisement/Counseling to discuss the need for testing/instructional accommodations?

Yes  No

If yes, obtain an **Accommodation Advisement/Counseling Request Form** to begin the process and complete the **Disability Data Reporting Form** as applicable.

**FEE STATUS** *(Applies to PAVE Fee only)*

- Fee Required (R)
- Fee Waived (W)
- Fee Waived (S)
- Fee Deferred (D)
- Fee Exempt Code: \_\_\_\_\_

Counselor or Designee \_\_\_\_\_ Date \_\_\_\_\_

Assistance was provided to the student in completing this form by: \_\_\_\_\_ Date \_\_\_\_\_



**Workforce Education  
Information Management  
ADULT GENERAL EDUCATION**

**General Educational Development (GED)  
Literacy Completion Point (LCP) Report**

**TEACHERS:** Please circle the appropriate LCP(s) that the student has attained. Complete all required information and sign. Submit the white copy to the Data Processor. Attach a copy of the Official Transcript to the yellow copy for the Auditable Folder. Place pink copy in current LCP folder.

**Only LCP's documented by the Florida Department of Education GED Testing Services Official Transcript are to be reported.**

Date of Report: _____		Student ID #: _____	
Last Name: _____	First Name: _____	Date of Birth: _____	
Teacher Name: _____		Location #: _____	
Program Entry Date: _____			
Program Exit Date: _____			
Circle Educational Functioning Level, Initial <b>L K</b>		Circle Educational Functioning Level, Final <b>L K M</b>	

Course # 99000260	Section # _____	LCP
General Educational Development Preparation (GED)	- LANGUAGE ARTS / WRITING	<b>A</b>
General Educational Development Preparation (GED)	- SOCIAL STUDIES	<b>B</b>
General Educational Development Preparation (GED)	- SCIENCE	<b>C</b>
General Educational Development Preparation (GED)	- LANGUAGE ARTS / READING	<b>D</b>
General Educational Development Preparation (GED)	- MATHEMATICS	<b>E</b>

**Check if diploma is awarded:**

**Diploma Awarded: W45 \_\_\_\_\_ (State of Florida Diploma - GED)**

**Teacher/Counselor's Signature \_\_\_\_\_ Date: \_\_\_\_\_**



## Workforce Education Information Management

### ADULT GENERAL EDUCATION General Education Promotion (Gen Ed P) 9900010 Literacy Completion Point (LCP) Report

**TEACHERS: Complete all sections and sign**

Date of Report:		Student SSN/ID:	
Last Name:	First Name:	Date of Birth:	
Teacher Name:		Teaching Site:	

Credit Course Title:

Course Number:	Course Section:
----------------	-----------------

Start Date:	End Date:	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	Exam Grade:	Final Grade:
-------------	-----------	---------------------	---------------------	-------------	--------------

SUBJECT AREA	LCP FOR EACH .5 CREDIT EARNED DATA PROCESSOR: CIRCLE LCP
ENGLISH	LA, LB, LC, LD, LE, LF, LG, LH
MATHEMATICS	MA, MB, MC, MD, ME, MF
SCIENCE	SA, SB, SC, SD, SE, SF
AMERICAN HISTORY	HA, HB
WORLD HISTORY	WA, WB
ECONOMICS	JA
AMERICAN GOVERNMENT	GA
LIFE MANAGEMENT SKILLS	FA
PRACTICAL ARTS CAREER ED or EXPLORATORY CAREER ED or PERFORMING FINE ARTS	CA, CB
ELECTIVES	EA, EB, EC, ED, EE, EF, EG, EH, EJ, EK, EL, EM, EN, EP, ER, ES, ET EU, EV

**TEACHERS: Sign and submit to Guidance.**

**Award:**  
 W43 \_\_\_ (Adult Standard High School Diploma)    W44 \_\_\_ (Adult Certificate) Completion)

Teacher's Signature	Date:
Counselor's Signature	Date:
Data Processor's Signature	Date:

**- NOT AN OFFICIAL TRANSCRIPT -**



# Workforce Education Information Management

## Workload Compliance Review Record Receipt

The WEIM office will be performing a review of your Workload Funding Survey(s) as indicated below. Please have form signed by the principal (designee) in charge and attach to documents being delivered. Upon delivery, materials will be verified for receipt.

School Name: \_\_\_\_\_

School #: \_\_\_\_\_

Review of Survey:

Please insure that the requested records are submitted in the order listed below.

Master Schedules for all terms in the Survey:

	Yes	No	
Term	<input type="checkbox"/>	<input type="checkbox"/>	_____ Indicate # of sections
Term	<input type="checkbox"/>	<input type="checkbox"/>	_____ Indicate # of sections
Term	<input type="checkbox"/>	<input type="checkbox"/>	_____ Indicate # of sections

Final Original Rosters for all courses in above the terms, rosters should be in the exact order that they appear on the master schedule:

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Workload Funding Survey Report:

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Comments (indicate if anything is missing)

---



---



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I, \_\_\_\_\_, verify that on \_\_\_\_\_,  
(Signature of Principal) (Date)  
all documents for the above review have been delivered.

I, \_\_\_\_\_, verify that on \_\_\_\_\_,  
(Signature of WEIM Representative) (Date)  
all documents for the above the review have been received.

I, \_\_\_\_\_, verify that on \_\_\_\_\_,  
(Signature of WEIM Representative) (Date)  
all documents for the above the review have been returned.

I, \_\_\_\_\_, verify that on \_\_\_\_\_,  
(Signature of Principal) (Date)  
all documents for the above review have been returned.



# Workforce Education Information Management

## Request for Room Capacity Change

Location Name: \_\_\_\_\_ Number: \_\_\_\_\_

Course Name: \_\_\_\_\_ Course Number \_\_\_\_\_

Building Number: \_\_\_\_\_ Room Number: \_\_\_\_\_ FISH Number \_\_\_\_\_

Approximate Square Footage: \_\_\_\_\_ Number of Student Stations: \_\_\_\_\_

Requested Capacity: \_\_\_\_\_

Rationale:

Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Disposition: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Explanation if denied:

WEIM Representative: \_\_\_\_\_ Date: \_\_\_\_\_



## Broward County Public Schools WORKFORCE EDUCATION STUDENT SCHEDULE/RECEIPT

DATE		LOCATION				ID NUMBER				
LAST NAME		FIRST NAME		M.I.	FORMER		G.L.	DOB	SEX	RACE
ADDRESS			APT.	CITY		STATE	ZIP	PHONE		
								(H) (W)		

DO NOT WRITE IN AREA BELOW

TEST RESULTS	READING	MATH	LANGUAGE	TOTAL	EFL.I	BSC	D	LEP	FA	
COURSE/SEC	STATE COURSE TITLE		ADVERTISED TITLE			ROOM	TEACHER			
BEG. DATE	END DATE	DAYS	TIME	LAB	ACTIVITY	PAVE	FEE'S AGE	REG.	FS	TOTAL

Present this form to your instructor the first day/night of class.

RECEIPT  
NUMBER

OPTIONAL INFORMATION

White - Student
Yellow - Instructor
Pink - Financial Aid
Goldenrod - Student File

IF022-WEIM (revised 01/2009)



## Broward County Public Schools WORKFORCE EDUCATION STUDENT SCHEDULE/RECEIPT

DATE		LOCATION				ID NUMBER				
LAST NAME		FIRST NAME		M.I.	FORMER		G.L.	DOB	SEX	RACE
ADDRESS			APT.	CITY		STATE	ZIP	PHONE		
								(H) (W)		

DO NOT WRITE IN AREA BELOW

TEST RESULTS	READING	MATH	LANGUAGE	TOTAL	EFL.I	BSC	D	LEP	FA	
COURSE/SEC	STATE COURSE TITLE		ADVERTISED TITLE			ROOM	TEACHER			
BEG. DATE	END DATE	DAYS	TIME	LAB	ACTIVITY	PAVE	FEE'S AGE	REG.	FS	TOTAL

Present this form to your instructor the first day/night of class.

RECEIPT  
NUMBER

OPTIONAL INFORMATION

White - Student
Yellow - Instructor
Pink - Financial Aid
Goldenrod - Student File

IF022-WEIM (revised 01/2009)



# Career, Technical, Adult & Community Education

## WORKFORCE EDUCATION RESIDENCY AFFIDAVIT FOR TUITION PURPOSES

For the purpose of assessing student fees, a student shall be classified as a "resident" or "non-resident" student based upon FS 1009.2. If you do not qualify as a Florida Resident simply sign the Non-Florida Resident section on back of this form.

The determination of dependent or independent status is important because it is the basis for whether the student has to submit his/her own documentation of residency (as an independent) or his/her parent's or guardian's documentation of residency (as a dependent). The definitions are provided below:

**Independent Student:** A student who answers "Yes" to any one of the following questions shall be classified as an independent student for the determination of residency for tuition purposes:

1. Will you be 24 years of age or older by the first day of classes of the term for which residency status is sought at a Florida institution?
2. Are you married?
3. Do you have children who receive more than half of their support from you?
4. Do you have other dependents who live with you and receive more than half of their support from you?
5. Are you a veteran of the United States Armed Forces or currently serving on active duty in the United States Armed Forces for purposes other than training?
6. Are both of your parents deceased or are/were you (until age 18) a ward/dependent of the court?
7. Are you classified as an independent student by the financial aid office at this institution?

If you answered "Yes" to **ANY** of the above questions, please check the appropriate box below and after printing your Name and Social Security number proceed to the indicated section. Documentation **MAY** be requested for verification purposes. If you answered "No" to all of the above questions, proceed to the Dependent Student section below.

- I am an independent person and have maintained legal residence in Florida for at least 12 months. (Proceed to "Claiming Florida Residency" section on the back of this form)
- I am an independent person and have **not** maintained legal residence in Florida for at least 12 months. (Proceed to "Non-Florida Resident" section on the back of this form)

**Name of Independent Student:** \_\_\_\_\_ **Social Security #:** \_\_\_\_\_  
(Please Print)

**Dependent Student:** A Student who does not meet the above definition of an independent student shall be classified as dependent student for the determination of residency for tuition purposes:

(Check appropriate boxes:)

- I am a dependent person and my parent or legal guardian has maintained legal residence in Florida for at least 12 months.
- I am a dependent person who has resided for five (5) years with an adult relative other than my parent or legal guardian and my relative has maintained legal residence in Florida for at least 12 months.
- A Florida public college/university declared me a resident for tuition purposes.  
**Name of Institution** \_\_\_\_\_
- I am married to a person who has maintained legal residence in Florida for at least 12 months. I have established legal residence and intend to make Florida my permanent home.  
(Copy of marriage certificate required).
- I was previously enrolled at a Florida state institution and classified as a Florida resident for tuition purposes. I abandoned my Florida domicile less than 12 months ago, and am now re-establishing Florida legal residence.
- I am a member of the armed services of the United States and am stationed in Florida on active military duty pursuant to military orders, or whose home of record is Florida (or I am the member's spouse or dependent child). (Copy of military orders, DD2058 or military document showing home of record required).

If you are a dependent student based on the above criteria, please print your Name and Social Security Number below and have the person claiming you as a dependent fill out "Claiming Florida Residency" box. Documentation **MAY** be requested for verification purposes.

**Name of Dependent Student:** \_\_\_\_\_ **Social Security #:** \_\_\_\_\_  
(Please Print)



**For Adult General Education Students Only**

Have you attended an Adult General Education Program at any Broward County School in the last 12 months?

Yes  No

If you answered "Yes" to the above question, was your initial enrollment in the program **BEFORE** July 1, 2011?

Yes  No

If you answered "Yes" to ***BOTH*** of the above questions, please proceed to the "Claiming Florida Residency Section".

**Claiming Florida Residency**

Someone other than the student (e.g., parent) should complete this affidavit if the student is dependent or seeks to be classified as a Florida resident by virtue of a relationship, otherwise, the student should complete this affidavit.

The **Claimant** is the person who is claiming Florida residency, e.g., the student (if independent), parent, spouse or legal guardian. **All of the questions below pertain to the claimant.**

**Name of Claimant:** \_\_\_\_\_ **Relationship of Claimant to Student:** \_\_\_\_\_

**Permanent Legal Address of Claimant:**

**Street Address:** \_\_\_\_\_

**City/State/Zip:** \_\_\_\_\_

**Daytime Telephone:** \_\_\_\_\_ **Cellular Telephone:** \_\_\_\_\_

I do hereby swear or affirm that the above-named student meets all requirements indicated in the checked category on the previous page for the classification as a Florida resident for tuition purposes. I understand that a false statement in this affidavit will subject me to penalties for making a false statement, pursuant to 837.06 Florida Statutes, and that a false statement in this affidavit may subject the above-named student to the penalties for making a false or fraudulent statement.

**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_  
(Person Claiming Florida Residency)

**Signature of Verifying Official:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Non-Florida Residents Only**

I understand that I do not qualify as a Florida resident for tuition purposes for the term for which this application is submitted and that if I should qualify for a future term, it will be necessary for me to file the required documentation prior to the beginning of the term in order to be considered for Florida residency classification.

**Name (Please Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**APPEAL PROCESS FOR FLORIDA RESIDENCY IN-STATE TUITION**

The Broward County Public Schools' Institutional Appeal Process encourages any student to submit a Florida Residency Classification Appeal form, with attached documentation, and sign a Release of Information form to allow the designated Officer or Appeal Committee permission to review his/her information. The Florida Residency Classification Appeal form must be received within 10 business days from the date a student is informed that he/she is not eligible to pay in-state tuition. The Residency Appeal Officer or Committee will render to the applicant the final residency determination in writing within 30 days. The applicant will be advised of the reasons for the determination. The institution's Appeal Committee or Officer's decision is final.



## Experiential Performance Award Criteria for Students Entering Workforce Education Programs

Students entering Workforce Education Certificate and Applied Technology Diploma Programs may be eligible for Experiential Performance Awards within their program of choice under defined circumstances. Generally, students may qualify for Experiential Performance Awards if they:

- Apply coursework from Council on Occupational Education (COE) and/or Southern Association of Colleges and Schools (SACS) accredited Florida institutions (secondary and postsecondary)
- Apply coursework from a non-Florida institution (secondary and postsecondary) accredited by accrediting agencies comparable to COE and/or SACS
- Apply significant life experiences related to the occupational area of study to include previous work experience, portfolios exhibiting physical demonstrations, volunteer work, military service or intensive self-directed study.

Awarding Experiential Performances allows students to accelerate the instructional process by applying past experiences toward the competencies taught in each Certificate and Applied Technology Program. Validated student experiences resulting in course completion will be awarded, thus eliminating the need for repetitive instruction and expeditiously advancing the students toward program completion.

Specific criteria must be followed in order to consistently evaluate students applying for Experiential Performance Awards. Standard application of this procedure will allow for accurate placement, proper documentation and completion of reporting requirements. Additionally, the reporting of duplicate student performances, which result in duplicate funding, will be prevented.

Course Completion must have been awarded within two (2) years of application for Performance Awards. Students must submit application for Experiential Performances prior to entering program. Completion will only be awarded for the entire course, no partial course completions will be awarded.

### **A. Application of Coursework from Florida Institutions**

A certified transcript from a Florida public postsecondary institution (District Technical Center or State College) is necessary to document the awarding of course completion in a Certificate or Applied Technology Diploma program. The transcript from a district Technical Center must indicate the title of the course completed along with the DOE course number within the specific program. Also included on the students' transcripts must be the dates in which each course was awarded and the grade achieved in the course.

Former Florida secondary students may have courses applied as Performance Awards upon validation. Instructor validation must occur prior to granting Performance Awards.

### **B. Application of Coursework from Non-Florida Public Institutions and/or Private Accredited Institutions**

A certified transcript from a Non - Florida public postsecondary institution (District Technical Center, Technical College or Community College) and/or Private Accredited Institutions is necessary to document the awarding of coursework in a Certificate or Applied Technology Diploma program. The transcript must indicate the coursework

passed with a minimum grade of “C” relating to supporting documentation, such as achieved Student Performance Standards of the Curriculum Frameworks, must be included. The instructor, along with the appropriate Department Head, will evaluate the transcript in order to determine if they parallel the Student Performance Standards, Intended Outcomes and courses within the program. Verification of achievement will be validated through the administration of written examinations and/or practical demonstration typically used in the program that experiential credit is to be awarded. In order for courses to be awarded, documentation of validation results must be confirmed.

**C. Experiential Performance Awards for Life/Work Experience**

Students possessing work experience beyond entry-level skills may be granted Experiential Performance Awards in Certificate and Applied Technology Diploma Programs, with the exception of licensure programs. Through the interview process, the instructor, department head and/or counselor will establish the extent to which experience may be granted. Only through written examination and/or physical demonstration using instruments typically used in the respective program can advance placement credit be awarded. “Life/Work Experience” may include employment, portfolio exhibition, volunteer work and military service. If applicable, an entire course within a program may be credited when Industry Certifications are successfully achieved. Demonstration may be required in order to validate critical components of the course. Certifications which include life/safety issues are not eligible for experiential credit.

**D. Experiential Performance Awards in Corporate/Manufacturer Specific Programs**

Students entering Corporate/Manufacturer Specific Programs are eligible to receive Experiential Performance Awards status under certain conditions. In order to be eligible, the instruction being evaluated must have been received from a similar certified program. Validation must be conducted using corporate specific instruments. Through the interview process, the instructor, department head and/or counselor will establish the extent to which experience may be granted. Only through written examination and/or physical demonstration using instruments typically used in the respective program can advance placement credit be awarded. “Life/Work Experience” may include employment, portfolio exhibition, volunteer work and military service. If applicable, an entire course within a program may be credited when Industry Certifications are successfully achieved. Demonstration by the instructor in order to validate critical components of the course. Certifications which include life/safety issues are not eligible for experiential credit.

**E. Experiential Performance Awards in Licensure Programs**

Certificate and Applied Technology Diploma programs regulated by State Licensing Agencies also have the ability to award Experiential Performances as stipulated in paragraphs A & B. Validation procedures and timeframes may differ from program area to program area. Consistent procedures and timeframes must exist within program areas.

**F. Reporting of Experiential Performance Awards**

The accurate reporting of validated, documented completed courses is critical to the documentation of each student’s progress through the instructional continuum and the performance reporting/funding process. In order to credit the students with the granted course completion as “instructed” performances, a unique code of “CD” will be used as the course grade of the course record added to the student’s schedule.



# EXPERIENTIAL CREDIT APPLICATION

Application must be submitted **prior to entry** into a Certificate or Applied Technology Diploma Program.

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
(please print - last name, first name)

Address: \_\_\_\_\_

SID #: \_\_\_\_\_ Phone #: \_\_\_\_\_  
(if applicable)

The above student is requesting Experiential Credit by the method checked below:

- Application of Course work from Florida Institutions
- Application of Course work from Non-Florida Public Institutions and/or Private Accredited Institutions
- Experiential Performance Awards for Life/Work Experience
- Experiential Performance Awards in Corporate/Manufacturer Specific Programs
- Experiential Performance Awards in Licensure Programs

All supporting documents must be attached for the method indicated above, based on the criteria set forth in WEIM Form IF050 - Experiential Performance Awards (EPR).

Student signature/date: \_\_\_\_\_

Based on the criteria set forth in the EPR the above student has been approved for Experiential Credit in his/her area of study.

Program Name: \_\_\_\_\_

Program #: \_\_\_\_\_

Course Name: \_\_\_\_\_

Course #: \_\_\_\_\_ OCP Code: \_\_\_\_\_

Course Name: \_\_\_\_\_

Course #: \_\_\_\_\_ OCP Code: \_\_\_\_\_

Course Name: \_\_\_\_\_

Course #: \_\_\_\_\_ OCP Code: \_\_\_\_\_

Name of Verifying Official: \_\_\_\_\_  
(please print - last name, first name)

Signature/date of 1<sup>st</sup> Verifying Official: \_\_\_\_\_  
(counselor, instructor, department head, administrator)

Signature/date of 2<sup>nd</sup> Verifying Official: \_\_\_\_\_  
(counselor, instructor, department head, administrator) (must be different than the 1<sup>st</sup> official)

SCHOOL: 2221 - ATLANTIC TECHNICAL CENTER

COURSE: ELECTRICIAN  
 COURSE/SECTION: 146032RA 3105

FROM: 08/20/2012 TO: 01/18/2013  
 DAYS: MTWRF TIME: 08:00 AM - 04:30 PM  
 CLS HOURS: 0.00 832.00 0.00 0.00

TEACHER: 449 - JEFFERS MARK  
 SIGNATURE DATE

STUDENT NAME	STUDENT #	GR	MO	DA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50					
CASTRO, MAURICIO	0670689574	31																																																									
FUSCO, JASON V	0670587211	31																																																									

SUBSTITUTE TEACHER, PLEASE INITIAL IN BOX