

**ENTRANCE REQUIREMENTS FOR ADULT EDUCATION PROGRAMS**

1. Anyone beyond legal school age not enrolled in a public school may attend Adult Education Programs. High school graduates may attend regardless of age, may earn credit, but may not be awarded an additional high school diploma. In order to be considered an adult secondary (grade 21) student and earn credit toward a high school diploma, a person age 16 or older, must legally withdraw from grades K-12\*. Students will be administered a proficiency examination to determine placement into the program. A high school student needing additional credits to graduate with his/her class may earn these while concurrently enrolled in any adult secondary (grade 21) course as listed in the Course Code Directory, but must have advance written authorization from his/her home school principal or his/her designee. No Adult Vocational (grade 13-17) course may be taken for transfer of credit to grades 9 through 12.
2. \*Students below the age of 16 may be assigned to adult programs by Area Superintendents in accordance with 6A-6.014(2) FAC.
3. The number of credits required for graduation and the maximum number of allowable as a concurrently enrolled student are delineated in Policy 5106.

**DECLARATION OF INTENT**

1. All students enrolling in adult education shall make a written declaration of enrollment intent. Eligibility shall be limited to the following categories:
  - a. Students with or without high school diplomas functioning below the fourth grade level, studying to achieve basic literacy.
  - b. Students with or without high school diplomas functioning above the fourth grade level, but at or below the eighth grade level, studying to achieve functional literacy.
  - c. Students earning credit required for a high school diploma or preparing for the GED examination.
  - d. Students with high school diplomas who require specific improvement of academic or learning skills in order to obtain or maintain employment, or to benefit from post-secondary adult vocational education programs.
  - e. Students enrolling in non-credit programs principally concerned with minimizing significant community problems (Community Instructional Services). NOTE: Operation of this program is contingent upon a categorical appropriation.
  - f. Students enrolling in lifelong learning courses as defined in Sections 228.041 F.S., 228.072 F.S. and 236.081 F.S. NOTE: Approval to offer lifelong learning courses shall be secured from the Division of Instruction/Program Services, Vocational, Technical and Adult Education Department, prior to reporting students for state funding.
  - g. Students enrolling in avocational, recreational, leisure-oriented courses which are supported entirely by student fees (Education for Personal Improvement).
2. Students enrolling in categories 1 through 6 above must be served in priority order with category 1 being the highest; 6, the lowest. No students in the lower priorities may be enrolled until the principal (or designee) has assured that enrollment opportunities have been provided to all higher priority students.
3. The Vocational, Technical, and Adult Education Department is authorized to incorporate a declaration instrument into the Student Schedule/ Student Registration Form.
4. The principal (or designee) may change a student's enrollment declaration in the Adult General Education category to more correctly reflect program placement justified on the basis of test scores or other legal requirements. There is no requirement that the student certify such a change; however, the principal (or designee) shall be responsible for documenting the supporting rationale.
5. Students refusing to make a written declaration of enrollment intent, according to the prescribed format, shall be ineligible for enrollment.

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### DETERMINATION OF EDUCATIONAL LEVEL

1. All students enrolling in category 1 or 2 programs as stated above, must be administered a full battery or the Survey Form of the Tests of Adult Basic Education. Students scoring a grade placement of 4.0 through 8.9 are considered to have achieved basic literacy. Students scoring a grade placement of 9.0 or higher are considered to have achieved functional literacy. Schools may use total battery scores or individual discipline results for purposes of calculating grade placement. Where individual discipline results are used, students shall be instructed only in the curriculum content for those areas in which a need for remediation has been justified. Where no grade placement is yielded, schools may average language and computational scores to obtain a total battery grade placement.
2. Students unable to read the testing instrument due to a lack of basic skills may be exempted from testing until such time that their skills improve. Exemptions shall be approved on a case-by-case basis by the principal (or designee) and documentation of said circumstances shall become part of the students' permanent records.
3. Testing results for students without high school diplomas shall remain effective for the entire fiscal year in which the test is given. High school graduates found to be functioning at or below the eighth grade educational level shall be tested prior to any FTE survey week in which they are to be counted in membership (except that the June and July surveys may be considered as a single survey for purposes of this provision.)
4. Students' written declarations of enrollment intent reflecting at least the secondary performance level may be accepted in lieu of testing.

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