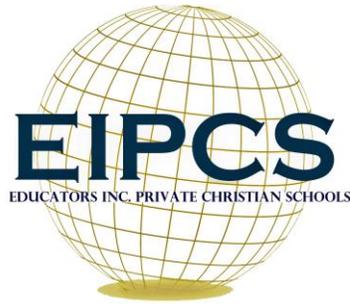


2026-2027



(EIPCS) Educators Inc.
Private Christian Schools

School Information Package

Phone: 1-800-590-9611

Main School Email: main@educatorsinc.org

Student Services Email: help@educatorsinc.org

School Website: www.educatorsinc.org

School Address: 400 Barton Blvd Ste 204,

Rockledge, FL 32955

EIPCS Processing Center:

1237 Southridge Ct Ste D100

Hurst, TX 76053

FLDOE# 7560

MISSION STATEMENT

Our mission is to offer innovative technology and online courses that provide self-paced learning experiences that works for all types of lifestyles and produces confident graduates ready to enter the workforce, military, or college world. Our curriculum emphasizes learning in all subject areas, thus laying the foundation for our students to become responsible, self-reliant, and contributing members of our ever-changing society.



Educators Inc. Private Christian Schools

Directory of Information

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Introduction

To whom it may concern,

We at Educators Inc. Private Christian Schools have put together this information package for anyone who is interested in learning about or partnering with our organization. We are a 501(c)3 Non-profit Private Christian School and Ministry founded in the year 2010 in Brevard County, Florida. Our non-profit ministry was created to serve everyone. We are an onsite private school offering several programs in K-12th education and programs in adult education.

We are a recognized organization by the Board of Education and valued by several Florida schools and colleges, even before our school obtained any accreditation status. We have partnered with colleges, trade schools, the US military, and employers nationwide. We have maintained an excellent presence in our community and have a respected rating with the Better Business Bureau for impeccable service.

We are fully accredited and also seek to be nationally accredited to better serve our students. Please be aware that the law does not require any school to be accredited, nor does it state anywhere in the Department of State statutes that a high school must be accredited to be an existent school. Accreditation is a choice, not a requirement to be a genuine school establishment.

All of our K-12th programs are regionally accredited. Any students in our K-12th programs will fall under regional accreditation. We use Florida Virtual School (FLVS), accredited by Southern Association of Colleges and Schools (SACS), and we use Acellus, accredited by the Western Association of Schools and Colleges (WASC), for our K-12th programs.

We venture to be on the cutting-edge side of higher education by adopting the European framework for our Adult Education Programs. We use and follow the Florida adult education framework (status rule 6A-1.09401) in our online adult education programs. This framework is posted on the Florida Department of Education's website at www.fldoe.org to review. All of our programs meet and exceed the Florida State Standards.

When students join our school, we require all students to take an assessment test before they can start their program. We require all students to have a minimum score of 70% to pass any of their classes. We require all students to complete at least 30% of their coursework with us, when transferring any previous school equivalent class credits, to earn a high school diploma from us.

To help validate ourselves, we have attached all of the information necessary to verify our credentials in regard to the school's registration, framework, and accreditation.

Should you need any additional information, please feel free to contact our main office toll-free at 1-800-590-9611.

Best regards,

EIPCS Board of Directors



General Information

School Name:	Educators Inc. Private Christian Schools (EIPCS)
Address:	400 Barton Blvd, Ste 204 Rockledge, FL 32955-2706
Website:	www.educatorsinc.org
Primary Point of Contact:	Lara Nichilo, Head Administrator (800) 590-9611, ext. 6 Fax: (888) 575-1486 main@educatorsinc.org eipcs@hotmail.com (alternative)
Secondary Point of Contact:	Brittney Lucas, Student Services (800) 590-9611, ext. 107 help@educatorsinc.org eipscassroom@gmail.com (alternative)
Business Status:	501c3 Non-profit Organization
FDOE Reg:	7560
ACPSA Reg:	000-13846
FLVS School:	SACS CASI
Acellus School:	ACS WASC
NCES School ID:	A1100555
NCAGE Code:	77PW6
Financial Aid Code:	102216 (FAS-FA)
College Board (CEEB):	100972
School Type:	Tier 1 – Brick & Mortar
Curriculum:	K-12th grade and Adult Virtual High School Diploma Program
Accreditation:	ACPSA – all textbooks SACS/WASC – all online classes NALSAS – all programs



Faculty & Members

President/CEO:	Adam Finn
Vice President:	Britteny Lucas
Administrator/Principal:	Lara Nichilo
Curriculum:	Christine King
Secretary:	Dorothy Madura
Guidance/Admissions:	Brittney Lucas
Education/Curriculum/Teacher:	Christine King
Business Dev/Advertising:	Lindsay M Smith
Board Members:	Andrew Bittar Christine King Jennifer Lynn Margaret Williamson Megan O'Donnell Robin Robinson
Community Investors:	Delores Nicole of Infinity Salons & Spas Kim Backer of Massage by Kim Ryan Wilinski of Integrity Termite & Pest Services Dan Joann of Let's Make a Deal Nature's Beeline LLC of www.buycarcandles.com



Private School Universe Survey (PSS)



Search for Private Schools



Search Information

[Search Results](#) [Modify Search](#) [About the Data](#) [Help](#)

School Name:
Educators Inc Private Christian Schools

NCES School ID:
A1100555

Physical Address:
400 Barton Blvd Ste 204
Rockledge, FL 32955-2706

County:
Brevard
[Schools in County](#)

Phone:
(321) 455-6385

School Characteristics

Grade Span: (Grades KG - 12)

KG	1	2	3	4	5	6	7	8	9	10	11	12
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Total Students: 182

Non-Prekindergarten

Total Students: 182
Classroom Teachers (FTE): 7.1
Student/Teacher Ratio: 25.6

Student Body: Coed
Level: Elementary & Secondary
Type: Alternative/other
Days in Year: 170
Hours in Day: 5.8
Library: Yes

Affiliation: Christian (no specific denomination)
National Christian School Association (NCSA), Other special emphasis association(s), Other school association(s)
Associations:
Locale/Code: Large suburb / 21

Enrollment Characteristics

Enrollment by Grade:

	KG	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Students	5	10	10	10	10	12	12	11	11	12	12	12	50	5

Enrollment by Race/Ethnicity:

	American Indian/Alaska Native	Asian	Black	Hispanic	White	Native Hawaiian/ Pacific Islander	Two or More Races
Students	7	40	55	45	35	0	0

Note: The inclusion or exclusion of a school in this locator does NOT constitute an endorsement of the school and should NOT be used in any way to infer the accreditation status of the school.

Source: PSS Private School Universe Survey data for the 2023-24 school year.

Notes:

- "N/A" means the data are not available or not applicable.



Curriculum

Landmark Baptist Curriculum – *Curriculum Textbooks*



Landmark's Freedom Baptist Curriculum is the only full-line (K through 12) curriculum owned and operated by a local independent Baptist church. This is your assurance that the curriculum is and will remain doctrinally sound. Suitable for both church school and homeschool applications, LFBC is designed to be self-instructional, but is flexible enough to be used in traditional settings. The curriculum is: Self-Instructional, Academically Challenging, Biblically Sound, and Basics Oriented. The curriculum is in use in more than 600 schools and 4,000 homeschools in every state and in many missionary homes around the world.

Florida Virtual School – *Curriculum Virtual/Online*



FLVS is one of the world's leading online learning providers that delivers engaging and innovative experiences so students can enjoy a safe, reliable, and flexible education in a supportive environment. Florida Virtual is a State funded online curriculum. This program works well with gifted children and self-starters.

Acellus Virtual School – *Curriculum Virtual/Online*



Flexible and Self-paced Courses. Plan school time around your family's schedule. Since each course is self-paced, your student isn't bound by a rigid schedule set by others. This allows you to plan around work commitments while allowing time for field trips and other activities that are of interest to your student.

Adult Education School – *Curriculum Coursework*



Follows the Florida Department of Education curriculum and standards. Adult education high school program for Florida serves primarily two groups of students:

1. Those who have withdrawn from their high school and are only attending the adult education Program.
2. Those who are co-enrolled, i.e., are currently enrolled in a regular high school while also attending an adult high school program, usually at night, to acquire a limited number of credits toward graduation.

Adult high schools provide an opportunity for students who have either had an interruption in their education, an unusual scheduling need, or a deficit in their credits to continue toward the goal of achieving a standard high school diploma. An adult high school student receiving a standard diploma will meet the same graduation requirements mandated for secondary students.



Core Subjects – Course Codes

ENGLISH	CODE	CREDIT
English I	1001310	1.00
English II	1001340	1.00
English III	1001370	1.00
English IV	1001400	1.00

MATH

Algebra I	1200300	1.00
Applied Math I	1200310	1.00
Applied Math II	1206310	1.00
Geometry	1205480	1.00

SCIENCE

Physical Science	2002000	1.00
Biology	2002400	1.00
Chemistry	2002420	1.00
Anatomy and Physiology	2002440	1.00

HISTORY

World Geography	2103800	1.00
World History	2109310	1.00
United States History	2106310	1.00
United States Government	2100310	.50
Economics	2102310	.50

ELECTIVES

Peer Counseling, I	1400300	.50
Peer Counseling II	1303300	.50
Health/Life Management	0800300	1.00
Debate I	1007330	1.00
Debate II	1208300	1.00
Debate III	1007350	1.00
Bible I	8500390	1.00
Bible II	0900410	1.00
Art History I	0104320	1.00
Art History II	0104330	1.00
Applied Résumé	0900410	1.00
Parenting	0800370	.50



Core Subjects – Descriptions

Florida Department of Education Descriptions and Standards

ENGLISH

English I

Course Number: 1001310

Pre-Requisites: None

Credits: 0.5 (per segment) – 1.00

Estimated Completion Time: 2 segments/32-36 weeks (self-paced)

Description

Join us in English I for a journey. In each unit of the course, we embark on a new journey. Through the study of literature, nonfiction, and life, we will explore the unknown, search for identity and equality, and seek achievement, opportunity, and understanding. You will read to analyze the way language is used to express human motivation and research to examine the results of actions in the real world. The lessons in each module will give you the tools you need to gain insights from what you read and to use your knowledge in creative and analytical writing.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/>

English II

Course Number: 1001340

Pre-Requisites: English I recommended

Credits: 0.5 (per segment) – 1.00

Estimated Completion Time: 2 segments/32-36 weeks (self-paced)

Description

Join us in English II to see how the human experience – real life, your life – is the foundation of the best stories, plays, poems, films, and articles. In each unit of the course, we explore a specific aspect of the human experience such as Laughter, Obstacles, Betrayal, and Fear. Through the study of literature, nonfiction, and life, we will explore what it means to be human, what it means to be fulfilled, triumphant, empowered, and transformed.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse1675.aspx>

English III

Course Number: 1001370

Pre-Requisites: English I & II recommended

Credits: 0.5 (per segment) – 1.00

Estimated Completion Time: 2 segments/32-36 weeks (self-paced)

Description

In this course, students will acquire the language, reading, writing, and speaking/listening skills necessary for success in college, career, and beyond. Students will become critical readers and thinkers as they dive deeply into the texts presented throughout this course. Students will learn how to effectively research and integrate their findings, as well as cite their sources.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse1676.aspx>



English IV

Course Number: 1001400

Pre-Requisites: English I, II, & III recommended

Credits: 0.5 (per segment)

Estimated Completion Time: 2 Segments/32-36 weeks (self-paced)

Description

Why do people do what they do? English IV gives you a front row seat to study the motives that drive people's actions for centuries. Along the way you encounter epic heroes defying danger, tormented minds succumbing to the power of greed and ambition, enlightened thinkers striving for individual rights and freedoms, sensitive souls attempting to capture human emotion, and determined debaters taking a stand on critical issues. You will read to analyze the way language is used to express human motivation and research to examine the results of actions in the real world. The lesson in each module gives the tools needed to gain insights from reading and to use the knowledge in creative and analytical writing.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse1677.aspx>

MATH

Algebra I

Course Number: 1200310

Pre-Requisites: M/J Math II Advanced or M/J Pre-Algebra

Credits: 0.5 (per segment) - 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

Algebra I is the foundation—the skills acquired in this course contain the basic knowledge needed for all future high school math courses. The material covered in this course is important, but everyone can do it. Anyone can have a good time solving the hundreds of real-world problems algebra can help answer. Each module in this course is presented in a step-by-step process right on the computer screen. Hands-on labs make the numbers, graphs, and equations more real. The content in this course is tied to real-world applications like sports, travel, business, and health. This course is designed to give students the skills and strategies to solve all kinds of mathematical problems. Students will also acquire the confidence needed to handle everything high school math has in store for them.

Access the site links below to view the **Florida Department of Education descriptions and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse1.aspx>

Applied Math I

Course Number: 1206310

Pre-Requisites: M/J Math Applied I

Credits: 0.5 (per segment) - 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

A program that focuses on the application of mathematics and statistics to the solution of functional problems in fields such as engineering and the applied sciences to include instruction in natural phenomena modeling continuum mechanics, reaction-diffusion, wave propagation, dynamic systems, numerical analysis, controlled theory, asymptotic methods, variation, optimization theory, inverse problems, and applications to specific scientific and industrial topics.

Access the site links below to view the **Florida Department of Education descriptions and standards:**



Regular course description: <https://www.cpalms.org/PreviewCourse/Preview/11486>

Applied Math II

Course Number: 1205480

Pre-Requisites: M/J Math Applied II

Credits: 0.5 (per segment) - 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems with scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

Access the site links below to view the **Florida Department of Education descriptions and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse1.aspx>

Geometry

Course Number: 1200300

Pre-Requisites: Algebra I or its equivalent

Credits: 0.5 (per segment) – 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

One day in 2580 BCE, a very serious architect stood in a dusty desert with a set of plans. His plans called for creating a structure 480 feet tall, with a square base and triangular sides, using stone blocks weighing two tons each. The Pharaoh wanted the job done right. The better this architect understood geometry, the better their chances were of staying alive. Geometry is everywhere, not just in pyramids. Engineers use geometry to build highways and bridges. Artists use geometry to create perspective in their paintings, and mapmakers help travelers find things using the points located on a geometric grid. Throughout this course, students travel a mathematical highway illuminated by spatial relationships, reasoning, connections, and problem solving. Florida public school students are required to take the Florida End of Course (EOC) exam. The EOC replaces the math portion of the FCAT. Local school districts administer the EOC for all students within their school zone. FLVS does not offer the EOC. Students should contact their guidance counselors or school testing administrators for further information.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse36.aspx>



SCIENCE

Physical Science

Course Number: 2002000

Pre-Requisites: None

Credits: 0.5 (per segment) - 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

This course is designed as an interactive, 21st century course focusing on basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding, and reactions. This course is designed to serve as a foundation for the study of the physical sciences. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of the physical and chemical properties of the world around them: enabling them to apply these properties to their everyday lives.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse102.aspx>

Biology

Course Number: 2002400

Pre-Requisites: Physical Science

Credits: 0.5 (per segment) - 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

The biology course guides students through the study of living and non-living systems and how they interact with one another. Students explore the world they live in by posing questions and seeking answers through scientific inquiry. Discovery takes place through observation and data collection. The students will be introduced to the structure, function, diversity, and evolution of living matter. This is a course with real relevance. It encourages curiosity and provides opportunity for students to work on hands on lab activities and develop relationships through collaborative learning. Engaging in the study of biological science broadens the picture of the world around us.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse69.aspx>

Chemistry

Course Number: 2002420

Pre-Requisites: Biology

Credits: 0.5 (per segment) - 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

Chemistry I and Chemistry I Honors are rigorous and not intended for credit recovery. Students will be challenged and need to have 6-10 hours per week designated to be successful. It is designed as an interactive, 21st century course focusing on Chemistry. Topics include the composition, properties, and changes associated with matter and their applications. This course is designed to serve as a foundation for the study of Chemistry. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of Chemistry in the world around them; enabling them to apply these properties to their everyday lives.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse76.aspx>



Anatomy and Physiology

Course Number: 2002440

Pre-Requisites: Biology 1 but not required

Credits: 0.5 (per segment) - 1.00

Estimated Completion Time: 2 segments / 32-36 weeks (self-paced)

Description

Explore the organization of the human body and how it works. Acquire knowledge necessary to understand what the body is doing and how you can help the body cope with many different situations. Body systems will be studied in order to understand how their structure, location, and function allow for interaction with other parts of the body. This version of Anatomy and Physiology is fully compatible with mobile devices. Students can access all course materials, interactivities, and assessments from their tablet or smart phone.

Access the site links below to view the course descriptions from the **Florida Course Code directory**.

Regular course description: <https://www.cpalms.org/PreviewCourse/Preview/23782>

HISTORY

World History

Course Number: 2103800

Pre-Requisites: None

Credits: 0.5 (per segment) – 1.00

Estimated Completion Time: 2 segments / 32-36 weeks

Description

In Segment I, students will learn how the Roman Empire developed in two very distinct directions. Next, students will discover the great intellectual and cultural contributions of Islamic Empires. Journey through the Middle Ages of Europe and Japan to learn how knights and samurais lived. You will also investigate the rise and fall of some of the great kingdoms of the Americas and Africa and then travel back to the Europe of the Renaissance and Reformation era. Hang on tight, before you dive into the Age of Discovery when eastern and western hemispheric encounters created for some turbulent times. Segment II begins with a bang as students will learn about advancements in science and thought during the Age of Enlightenment and the social and political revolutions that followed as a result. As students meander through the 19th century, they will learn about the transformation from an agricultural to an industrial world and the many changes that resulted from that shift. Students will then learn about the interconnectedness of nationalism and colonialism and the two massive world wars were the end result. As students approach the finish line, they will learn about development in our modern world and the implications that historical events have on us today.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx>

World Geography

Course Number: 2109310

Pre-Requisites: 10th or 11th grade status and English I recommended

Credits: 0.5 (per segment) – 1.00

Estimated Completion Time: 2 segments / 32-36 weeks

Description

The United States began as an experiment in freedom and democracy. Since its establishment, the country and its people have endured social, political, and economic revolutions. In this course, students will investigate the people, events, and ideas that have shaped the United States from the end of the Civil War through today.



Students are asked to analyze and evaluate decisions made by political, business, and military leaders. Emphasis is placed on connections between events of the past and present. This course also gives students the opportunity to conduct research and apply their learning to current, real-world problems. Florida public school students are required to take the Florida End of Course (EOC) exam. Local school districts administer the EOC for all students within their school zone. FLVS does not offer the EOC.

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse1723.aspx>

United States History

Course Number: 2106310

Pre-Requisites: 11th or 12th grade status and English I & II recommended

Credits: 0.5 (per segment) .50

Estimated Completion Time: 1 segment / 16-18 weeks

Description

Economic decisions affect us every day of our lives. Understanding economics means thinking about how scarcity, or limited resources, requires us to make choices and evaluate one option against others. In this course, you will recognize examples of economics in your daily life. You will see how the economic choices of larger groups, like businesses and governments, affect you and others. As you progress through the course, you will recognize that the costs and benefits of choices connect individuals and groups around the world. The purpose of this course is to help you become a smart consumer who understands the flow of an economy between individuals, businesses, governments, and the rest of the world.

Access the site links below to view the course description from the **Florida Department of Education:**

Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/2031>

United States Government

Course Number: 2100310

Pre-Requisites: 11th or 12th grade status and English I & II recommended

Credits: 0.5 (per segment) .50

Estimated Completion Time: 1 segment / 16–18 weeks

Description

Responsible citizenship, including civil and political participation is essential to maintain a representative government that truly represents the people of the United States. In this course, students learn about the structure of government and how it shares power at the local, state, and federal levels. This course also explores founding principles that inspired the Constitution and Bill of Rights, preserving the freedoms that students experience daily. Students will examine the processes of each branch of government, the election process, and how citizens can impact public policy. The media, interest groups, and influential citizens provide examples of how the government can be affected by informed and active participants. Students will examine the U.S. Court system and become a part of the process by participating in the judicial decision-making process. They will also discover ways the United States interacts with countries around the world, through domestic policy, foreign policy, and human rights policy. Completion of this course will allow you to act as an informed citizen who is ready to participate in the American democracy!

Access the site links below to view the **Florida Department of Education description and standards:**

Regular course description: <http://www.cpalms.org/Courses/PublicPreviewCourse633.aspx>



Core Subjects (Electives) – Descriptions

Florida Department of Education Descriptions and Standards

Peer Counseling I

Course Number: 1400300

Pre-Requisites:

Credits: 0.5 (per segment)

Estimated Completion Time: 1 segment, 16-18 weeks

Description

In this course, students gain the non-cognitive skills to help them succeed in all areas of their life. Students learn the importance of being active in their own lives in order to move forward. Goal setting and time management are important factors in student success and also for overcoming challenges. Students learn about the importance of understanding personality in order to handle conflict resolution. Students are asked to get involved, meet new people, and improve their communication skills. A strong focus on developing talents and passions allows students to continue getting better at the things they already enjoy.

Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/1445>

Peer Counseling II

Course Number: 1303300

Pre-Requisites:

Credits: 0.5 (per segment)

Estimated Completion Time: 1 segment, 16-18 weeks

Description

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

The content should include the following:

- Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and intervention).
- Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements, and the impact of subsequent decision-making on self and others.
- Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family. Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers and family. Demonstrate use of intermediate-level facilitative communication skills (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/3840>

Life Management

Course Number: 0800300

Pre-Requisites: None

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description



The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle. The content should include, but is not limited to, the following:

- **Family life**
- **Personal health** (wellness planning, decision-making, goal setting, prevention of child abuse and neglect)
- **Internet safety Mental and emotional health** (prevention of depression interpersonal, coping skills and suicide)
- **Nutrition** (physical activity and wellness)
- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Personal health** (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/4692>

Debate I

Course Number: 1007330

Pre-Requisites: none English 3-4 recommended

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description

The content should include, but not be limited to, the following:

- Delivering and analyzing a variety of argument and debate formats such as Lincoln-Douglas team debate
- Extemporaneous, delineating and evaluating the argument and specific claims in an oral or written text by
- Citing specific text evidence, assessing the validity of the evidence and soundness of the reasoning
- Determining the sufficiency of evidence for success
- Recognizing when irrelevant evidence or faulty reasoning is introduced
- Demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- Eye contact and body movements voice register and choices of language
- Use of Standard English using research and writing skills to support selected topics and points of view
- Across a range of disciplines using a range of sources, including digital
- Assessing the veracity of claims and the reliability of sources
- Determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences) determining reliable print and digital sources
- Demonstrating use of techniques for timing and judging debates and other forensic activities
- Collaboration amongst peers, especially during the drafting and practicing stages

Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/4411>



Debate II

Course Number: 1208300

Pre-Requisites: Debate I

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description

The content should include, but not be limited to, the following:

- Learning and practicing a variety of speech formats
- Learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion eye contact and body movements
- Voice register and choices of language use of Standard English
- Using research and writing skills to support selected topics and points of view
- Across a range of disciplines using a range of sources, including digital
- Collaboration amongst peers, especially during the drafting and practicing stages

Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/4940>

Debate III

Course Number: 1007350

Pre-Requisites: Debate I-II

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description

The content should include, but not be limited to, the following:

- Learning and practicing a variety of speech formats
- Learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- Eye contact and body movements
- Voice registers and choices of language
- Use of Standard English
- Using research and writing skills to support selected topics and points of view
- Across a range of disciplines
- Using a range of sources, including digital
- Collaboration amongst peers, especially during the drafting and practicing stages

Regular course description: <https://www.cpalms.org/PreviewCourse/Preview/23044>

Bible I

Course Number: 8500390

Pre-Requisites: None

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description

All students are required to take at least one Bible course minimum of 1 year. Bible religion 101. This class is an overview of the Bible history pertaining to the Old Testament only. The writers and player involved a study of God the creator. Several reports will be required by students on different chapters in the Bible, reflecting a minimum of 500 words or more.



Regular course description: <https://www.cpalms.org/PreviewCourse/Preview/23908>

Bible II

Course Number: 0900410

Pre-Requisites: Bible I

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description

All students are required to take at least one Bible course minimum of 1 year but may proceed on with Bible 102. This class is an overview of the Bible History pertaining to the New Testament only. The writers and player involved a study of God the creator. Several reports will be required by students on different chapters in the Bible, reflecting a minimum of 500 words or more and, group discussions are included.

Regular course description: <https://www.cpalms.org/PreviewCourse/Preview/23908>

Art History I

Course Number: 0100330

Pre-Requisites: None

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians' critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and human experiences. This course may incorporate hands-on activities and consumption of art materials.

Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/4654>

Art History II

Course Number: 0100340

Pre-Requisites: Art I required

Credits: 1.00 (per segment)

Estimated Completion Time: 1 segment, 32-36 weeks

Description

Students explore art and architecture as an expressive response to the artist's experience. Through research and analysis of significant works and their historical contexts students examine changes in the understanding and structures of art production throughout the world. Students examine influential factors, such as people and events, societal and political changes, technological advancements, philosophical ideas, and cross-cultural influences as a means of discovering and tracing the changing definition of art. Student historians research and write about art using appropriate discipline-based methods (i.e., historical, critical, and aesthetic). This course may incorporate hands-on activities and consumption of art materials.



Regular course description: <http://www.cpalms.org/Public/PreviewCourse/Preview/4656>

Applied/Resume

Course Number: 0900410

Pre-Requisites: English I recommended

Credits: 1.00 (per segment) – 1 segment required

Estimated Completion Time: 1 segment, 16-18 weeks

Description

Focuses on real life experiences with attending an interview, having employer fill out questionnaire, writing a resume for a job and researching 3 ways to write a resume. Reading all information on dressing, answering questions, and completing a test scoring at least an 80% or higher.

Regular course description: <https://www.cpalms.org/PreviewCourse/Preview/22559>

Parenting

Course Number: 0800370

Pre-Requisites: None

Credits: .50 (per segment)

Estimated Completion Time: 1 segment, 16-18 weeks

Description

What is the best way to care for children and teach them self-confidence and a sense of responsibility? The process of parenting involves more than having a child and providing food and shelter. In this course, students learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children.

Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course. Get started today and learn about the skills parents need to raise healthy and productive kids.

Access the site link below to view the Florida Department of Education description and standards:

Regular course description: <https://www.cpalms.org/PreviewCourse/Preview/23588>



FLDOE Registration and Compliance

Office of Independent Education & Parental Choice

Educators Inc Private Christian School (7560)
400 Barton Blvd. 204
Rockledge FL 32955

Religious: Yes / Military: Yes / Grades: KG-12 / Students: Coed
Denomination: Non-Denominational

Disabilities Served:

- DEVELOPMENTALLY DELAYED
- INTELLECTUAL DISABILITY
- HOSPITAL/HOMEBOUND
- GIFTED
- EMOTIONAL/BEHAVIORAL DISABILITY

Website Link: <http://www.floridaschoolchoice.org/Information/PrivateSchoolDirectory/Default.aspx>
(under the "District" directory choose "BREVARD")



Step Up for Students was created to help alleviate the enormous educational challenges faced by children in Florida who live in or near poverty. The program provides Tax Credit Scholarships to students in K-12 who come from low-income families. These scholarships allow the students to consider a participating private school or an out-of-district public school that may better suit their individual needs, an option which already is available to families of greater financial means. This choice is not based on whether the public school is judged as succeeding or failing. Rather, it recognizes that different children learn in different ways and that our collective struggle is to help the students who often are at the greatest disadvantage in modern education.

VECHS Number: E0500018



Accreditation Information (FL-Virtual)

Florida Virtual & Educators Inc. Contract agreement 2020-Continuous

Florida

VirtualSchool

Memorandum of Agreement with Florida Private Schools

2020-On Going

Beginning 2015—Continuous Agreement

Students in (private school) Educators Inc. Private Christian schools will be eligible to enroll in FLVS courses based on School counselor/administrator review of appropriate academic placement and state residency. Students must be legal residents of the state of Florida; out of state students residing in boarding schools in the state of Florida must have full power of attorney granted to school authorities to be considered a Florida resident.

7/11/2021-Continuous

This agreement (contract) is entered into this 1st. day, Of August 2015 between Florida Virtual School (FLVS) and Educators Inc. Private Christian Schools #7560 C_risk* of providing instruction to students through the Resources of Florida Virtual School during the 2015-2016 school year. This agreement will remain in effect upon signing until the relationship is canceled by either party.

Please print the following information so that we may best serve you.

(School Administrator) Lara Nichilo

(Email Address) main@educatorsinc.org

(Physical Address) 400 Barton Blvd. #204

(City, State, Zip code) Rockledge FL. 32955

Tax Credit (CTC) scholarship will take no more than two courses (four half credits) with FLVS each school year. A violation of this provision will be grounds for immediate termination of this agreement, and/or immediate removal of the students from the course.

11. Require that all students taking courses with FLVS are Florida residents. (Students outside the state may work with FLVS's tuition partner; contact info@flvs.net for more information.) A violation of this provision will be grounds for immediate termination of this agreement, and/or immediate removal of the student(s) from the course(s).

CONTINUED...



SACS CASI

Florida Virtual / SACS / Partnerships



Memorandum of agreement with Florida Virtual School (State Program) and Educators Inc. Private Christian Schools 2015 — On Going

All Florida Private Schools that have a **contract** with Florida Virtual School is a **partner With FVS** fall under all rules, regulations, and accreditation.

All schools in **partnership** with Florida Virtual can be found on the **Florida Virtual website** in the Registration and application area for verification.

All Florida Virtual classes are *accredited and accepted Nationwide*.

Florida Virtual does not give high school diplomas but does issue official transcripts. These transcripts can be used by Private schools as part of their transcript portfolio.

Florida Virtual contracts out public and private schools which bridge the gap that allows a high school diploma.

For your information

US DEPARTMENT OF EDUCATION
Section 1002.42

The information regarding private school accreditation from the State of Florida Department of Education
[Website: http://www.floridaschoolchoice.org/information/Private_Schools/accreditation.asp](http://www.floridaschoolchoice.org/information/Private_Schools/accreditation.asp)

The Florida Department of Education does not accredit, regulate, approve, or license K-12 private schools. Additionally, the Florida Department of Education does not officially recognize any of the various agencies that accredit private schools.

Section 1002.42, Florida Statutes, requires K-12 private schools to register with the department by completing an annual survey each year and explicitly provides that submitting annual survey data and being listed in the directory of private schools ***should not be used by any private school to imply approval or accreditation by the state.***

There are many organizations with widely variant quality standards and program requirements that accredit private schools. Requests for information about the accreditation of a specific school should be directed to the school staff or its designated accrediting agency. ***The acceptance of diplomas from private schools will be subject to the requirements of the receiving educational institution or employer.***

TAX ID: 26-7084131
DUNS: 062668393
NCES School ID: A1100555
FL Private School Code: 7560
CAGE Code: 77PW6

400 Barton Blvd, Ste 204
Rockledge FL 32955
Voice: 800-590-9611
Fax: 888-575-1486
Email: main@educatorsinc.org
Website: www.educatorsinc.org



FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

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MEMORANDUM

DATE: January 8, 2009 (Revised November 9, 2009)

TO: District School Superintendents, Assistant Superintendents for Instruction,
District Student Services Directors, District Directors of Secondary Education,
Secondary Principals, Secondary Guidance Counselors

FROM: Commissioner Eric J. Smith

Subject: Florida Virtual School as School Choice Option

Florida Virtual School (FLVS) is a fully accredited public virtual school that offers free online courses to middle and high school students in Florida. All FLVS teachers are Florida-certified in the subjects they teach, and all courses are aligned with Florida's state standards.

Florida Virtual School provides options for students, parents, school districts, and schools. Through FLVS, parents and students have expanded access to courses, and school districts have options to help ease overcrowding and/or to provide their students with additional course and acceleration opportunities. Students with limited or no access to a specific course are given priority for enrollment. Florida Virtual School may also be a good fit for students who have medical or behavioral issues that may limit success in the traditional classroom or for students needing a more flexible schedule due to training for other extra-curricular endeavors.

The Florida School Code establishes Florida Virtual School as an educational choice and an acceleration option for parents and students. Approximately 96 percent of FLVS students exercise this option as a supplement to their public, home, or private school education and average one course per student. Approximately two-thirds of FLVS students are public school students. Articulation agreements are in place between FLVS and all school districts to develop a seamless partnership for students. For the most part, access to FLVS courses and the subsequent transfer of successful credit completions for public school students has been routine. However, in some cases, students, parents, and school district staff have posed questions regarding access to FLVS courses and transfer of FLVS credits. The following questions and answers are intended to address these concerns.

325 W. GAINES STREET • ROOM 1514 • TALLAHASSEE, FL 32399-0400 • (850) 245-0442 • www.fldoe.org



No. **Section 1002.37(3)(c), F. S.**, clearly states that school districts may not limit student access to FLVS courses. However, the school counselor will determine if the course is academically appropriate for the student based upon the student’s academic history, grade level, and age.

No. Schools may not deny access even if they offer the same course.

Section 1001.42(23), F.S., requires school districts to provide access to FLVS during or after the normal school day and through summer school enrollment. What does this mean?

It is the duty of each district school board to provide students with access to FLVS classes. Access must be available as part of the student’s full day curriculum, before or after the school day, and during the summer term.

8. How many courses may a student take from FLVS and still earn a high school diploma from his or her district of residence?

Students should check their school district policies to earn a diploma. FLVS is a regionally accredited public school like many traditional public schools in Florida. Thus, district policies

9. Does the required access to FLVS include middle school courses, even though middle school students only receive grades and do not earn “credits” for completion?

Regarding access to FLVS courses, the Florida Statutes do not differentiate between middle and high school students. Students have access to both middle and high school courses; however, *middle school* students who want to take *high school* courses should consult with their guidance counselors about relevant district policies.

10. Do receiving schools have to accept FLVS credits at face value? In other words, can a student take an honors course at FLVS and be refused the honors designation on the student’s transcript after completion of the course?

Section 1001.42(23), F.S., lists the duty of the district school board to provide students with access to enroll in courses available through the Florida Virtual School and to award credit for successful completion. The following points further require the acceptance of FLVS credits:

Florida Virtual School is funded through the Florida Education Finance Program (FEFP).

SBE Rule 6A-1.09441, F.A.C., requires that courses which are funded through the FEFP and courses for which students may earn credit toward a high school graduation must be listed in the *Course Code Directory*.

The *Course Code Directory*, which is incorporated into the rule, also states that districts must use course numbers and official abbreviated titles as listed in this directory on permanent records and report cards. Honors courses have different numbers and short titles than the related general courses. All FLVS courses are based on Florida’s Next Generation Sunshine State Standards and are listed in the *Course Code Directory*. Thus, they are the same courses offered in traditional public schools.

- **SBE Rule 6A-1.09941, F.A.C.**, requires that credits earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school’s accreditation.
- Florida Virtual School is regionally accredited by **Southern Association of Colleges and Schools (SACS)**. When schools are accredited by SACS, they agree to accept credits from other SACS-accredited or regionally accredited schools at face value.



- regarding awarding diplomas and student movement/transfers among accredited public schools also apply to students earning credits from FLVS.
- FLVS does not award high school diplomas. However, FLVS has partnered with Private and Public schools that are able to issue a high school diploma once a student has fulfilled the Florida State requirements. Full-time FLVS students can be admitted to colleges and universities, and receive Bright Futures Scholarships based on evaluation of their official high school transcript, college entrance exam score, and other admission criteria. FLVS has a guidance department (info@flvs.net) and information regarding planning for education beyond high school at the following website address: <https://www.flvs.net/>

11. What statutes address FLVS as a school choice option?

Numerous statutes address FLVS as a school choice option for parents, students, and school districts. These are listed as follows:

Section 1002.37(3)(c), F.S., clearly states that districts may not limit student access to courses offered by the Florida Virtual School.

Section 1001.42(17) (a), F.S., includes as a duty of the district school board the requirement to adopt procedures to inform the general public of the educational programs, needs, and objectives of public education, including the educational opportunities available through the Florida Virtual School.

Section 1001.42(23), F.S., lists the duty of the district school board to provide students with access to enroll in courses available through the Florida Virtual School and to award credit for successful completion. It also stipulates that access shall be available to students during or after the school day and during summer school enrollment.

Section 1003.03(3)(b), F.S., relating to maximum class size requirements provides, as an implementation option, the adoption of policies to encourage students to take courses from the Florida Virtual School.

Section 1000.04(4), F.S., designates the Florida Virtual School as a component of the delivery of public education within Florida's K-20 education system.

Section 1007.27(1), F.S., states that it is the intent of the Legislature that a variety of articulated acceleration mechanisms be available to public secondary and postsecondary students and lists the Florida Virtual School as one of those acceleration options.

Thank you for your assistance and dedication in providing a variety of educational opportunities and options for your students. For further information, please contact Sally Roberts at 245-0509, or visit the following Web site: <https://www.fldoe.org/schools/school-choice/virtual-edu/>



Accreditation Information (Acellus)



We offer the Acellus, similar to FL Virtual, that is fully accredited with WASC (Western Association of Schools and Colleges). This accrediting agency has been in existence since 1962. Students using the Acellus curriculum will fall under this accreditation. This accreditation is part of the Accrediting Commission for Schools, a world-renowned accrediting association and one of the six regional accrediting agencies in the United States that works closely with the Office of Overseas Schools under the U.S. Department of State. WASC is recognized as an accrediting agency by the United States Department of Education. WASC accreditation, along with accreditation by the other five regional accreditors, has a high level of acceptance within the academic community.

Websites: <https://www.acellus.com/> or <https://www.acellusacademy.com/accreditation/>

Accreditation Information (ACPSA)



Our high school is fully accredited by ACPSA (American Council on Private School Accreditation) is an accrediting agency that has been in existence since 1989. Accreditation is a process through which a school maintains and improves its standards and practices. Basically, accreditation is a process that gives public recognition to institutions that meet certain standards. It is a promise that an institution will provide the quality of education it claims to offer. One of the accepted curriculums we use for our program is Landmark Baptist. Students use this program to study the required core subjects. Once they pass these classes, they are able to graduate.

Websites: <https://educationinc.wixsite.com/acpsaa> and <https://www.acpsaa.org/>

Accreditation Information (NALSAS)



Educators Inc. Private Christian Schools is fully accredited in all 50 states by the National Association for the Legal Support of Alternative Schools (**NALSAS**). The association is listed with the U.S. Department of Education /National Center for Education Statistics, Washington, D.C., 20208-5651. The NALSAS has been operating since 1973 but is a nationwide accrediting agency which has been responsible since 1982 for the accreditation of K-12 alternative educational programs. NALSAS applies only one standard to its accredited members: consumer protection. The NALSAS accreditation assures the public at large that at least one member not involved in the control, operation, or proceeds of the applicant program has reviewed and confirmed the program's claims and conditions regarding its location, existence, and operations.

Website: <https://www.nalsas.org/>



Recommended Colleges & Schools

These are a few colleges EIPCS works with. EIPCS is a Nationwide Program. Colleges are looking for ambitious high school graduates who are ready to earn a valuable degree. Below is a list of highly recommended schools and institutions that our graduates have attended. Please note that this list below is not the complete list of schools that accept us. We are constantly adding new colleges, universities, and schools to our list.

A

Amridge University

B

Benedict College

Berry University

Bethune-Cookman University

Broward College

C

Capella University

Central Community College

City College of New York

College of Staten Island

Columbia Greene Community College

Community College of Baltimore County

Community College of Denver

Compu-Med Vocational Careers Corp

D

Dawson College

DeVry University

- *Jacksonville, FL*
- *Miramar, FL*
- *Orlando, FL*

E

Edward Waters College

Essex County College

F

Finger Lake Community College

Florida International University

Florida Medical & Aesthetic International School (previously known as Florida Medical College)

Fresno City College



G

Grambling State University

H

Hudson Valley Community College

J

Johnson & Wales University

- *Charlotte, NC*
- *Providence, RI*

L

Lawson State Community College

Liberty University

- *Lynchburg, VA*

Lindsey Hopkins Technical College

M

Mandl School

Marymount Manhattan College

Medical Institute of Palm Beach

Miami Dade College

- *8 campuses (visit their website for locations)*

Miami Lakes Educational Center

Monroe College

P

Pearl River Community College

Pinnacle Career Institute

- *Kansas City, MO*

S

Santa Fe College

Seminole State College

Sheridan Technical College

Southeastern University

Southern Technical College

St. Charles Community College

T

Tarrant County College

The Pankey Institute

The Global Institute



U

Union County College

Unitech Institute of Technology

Universal Technical Institute

- *Dallas, TX*
- *Sacramento, CA*
- *Los Angeles, CA*
- *Boston, MA*
- *Charlotte, NC*
- *Houston, TX*
- *Chicago, IL*
- *Philadelphia, PA*
- *Orlando, FL*
- *Phoenix, AZ*

University of Arizona Global Campus

University of California

University of Hawaii Community Colleges

University of the People

V

Valencia College School of Public Safety

- *Orlando, FL*

W

Wayne County Community College District

Westchester Community College

William Paterson University



GED vs High School Diploma - Income Potential

The acronym GED stands for General Educational Development, not general equivalency diploma, for which it is often mistaken. Beyond the name, there is no mistaking the lack of equivalency between holders of the GED and holders of a high school diploma. Many indicators soundly show that holders of the GED fall behind their diploma-holding counterparts. The following are a few examples concerning future outcome differences:

- High school graduates earn, on average, about \$1,600 a month more than those with a GED (Bureau of Labor Statistics, 2012).
- Less than 5% of those with a GED receive a bachelor's degree, compared to the 33% of those with diplomas that do (U.S. Census Bureau), which is supported by several studies showing that high school graduates are more prepared for college and score higher on placement tests than holders of the GED (National Bureau of Economic Research).
- 77% of GED holders do not continue past the first semester of college (American Council of Education study).
- The military limits the number of accepted and requires higher scores on aptitude test for GED holders, because the military service dropout rates for GED holders is 45% compared to 24% for high school graduates.

The stigma connected with GED holders is not present for diploma holders, and that is the stigma of being a dropout, of lacking persistence, or of taking short cuts. This accounts partly for the large difference in wages between the two groups. Plus, many institutions view the robust education gained by years spent full-time in school cannot be garnered by the taking of a day-long test, nor indicated by it. “Whatever differences are found among exam-certified equivalents, high school dropouts and high school graduates are accounted for by their years of schooling completed. There is no cheap substitute for schooling.” (Cameron & Heckman, National Bureau of Economic Research Paper No.3804, "The Nonequivalence of High School Equivalents").

Source: <https://thebestschools.org/degrees/high-school-diplomas-versus-ged/>

GED vs High School Diploma - Acceptance Potential

Colleges and universities, businesses, and each branch of the United States military accept a regular high school diploma. In order to attend college, a high school diploma or GED is required for admission. Students who have a high school diploma and have demonstrated good grades will often be able to get the financial aid that individuals with a GED cannot get. In the business world, many entry-level positions require a high school diploma or GED. But again, those with a diploma will often be hired before those who have a GED. For the military, potential recruits are categorized into three categories or tiers based on their education. Most enlistees are in Tier 1, which is for high school diplomas. High school equivalencies are in Tier 2, and non-high school graduates are in Tier 3. Thus, holders of regular high school diplomas, assuming that they pass the physical and other requirements for enlistment, are readily accepted for military service.

Source: <https://www.communitycollegereview.com/blog/high-school-diploma-vs-ged>