<table>
<thead>
<tr>
<th>Tab 1</th>
<th><strong>CS/SB 70</strong> by IS, Book (CO-INTRODUCERS) Berman, Stewart, Torres; (Compare to CS/CS/H 00023) Panic Alarms in Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>889996</td>
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<td>326096</td>
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<td>163156</td>
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<tr>
<th>Tab 2</th>
<th><strong>SB 1100</strong> by Rouson; (Identical to H 01123) Florida Seal of Fine Arts Program</th>
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</thead>
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<td>471838</td>
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<tr>
<th>Tab 3</th>
<th><strong>SB 1246</strong> by Stargel (CO-INTRODUCERS) Harrell; (Compare to CS/CS/CS/H 00187) Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
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<td>309232</td>
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<td>446244</td>
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<tr>
<th>Tab 4</th>
<th><strong>CS/SB 1628</strong> by ED, Book (CO-INTRODUCERS) Hooper, Rader, Berman, Cruz; (Similar to CS/CS/H 00213) Holocaust Education</th>
</tr>
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</tbody>
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| Tab 5 | **CS/SB 1750** by ED, Montford; (Similar to H 00403) High School Graduation Requirements |

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## The Florida Senate

### COMMITTEE MEETING EXPANDED AGENDA

**APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**  
Senator Stargel, Chair  
Senator Diaz, Vice Chair

**MEETING DATE:** Tuesday, February 18, 2020  
**TIME:** 1:30—3:30 p.m.  
**PLACE:** Pat Thomas Committee Room, 412 Knott Building  
**MEMBERS:** Senator Stargel, Chair; Senator Diaz, Vice Chair; Senators Baxley, Book, Flores, Montford, Pizzo, and Simmons

<table>
<thead>
<tr>
<th>TAB</th>
<th>BILL NO. and INTRODUCER</th>
<th>BILL DESCRIPTION and SENATE COMMITTEE ACTIONS</th>
<th>COMMITTEE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CS/SB 70</td>
<td>Panic Alarms in Public Schools; Citing this act as &quot;Alyssa’s Law&quot;; requiring each public school to be equipped with a panic alarm system, etc.</td>
<td>Temporarily Postponed</td>
</tr>
</tbody>
</table>
|     | Infrastructure and Security / Book (Compare CS/CS/H 23) | IS 01/13/2020 Fav/CS  
AED 02/18/2020 Temporarily Postponed |  
| 2   | SB 1100                 | Florida Seal of Fine Arts Program; Establishing the Florida Seal of Fine Arts Program to recognize high school graduates who have attained a high level of skill in fine arts coursework; providing criteria to earn the Seal of Fine Arts; requiring the Commissioner of Education and school districts to perform specified duties to administer the program; prohibiting a school district or the Department of Education from charging a fee for the seal, etc. | Favorable  
Yeas 8 Nays 0  
ED 02/10/2020 Favorable  
AED 02/18/2020 Favorable |
|     | Rouson                 | (Identical H 1123) |  
| 3   | SB 1246                 | Dual Enrollment; Clarifying that secondary students eligible for dual enrollment programs include students who are enrolled in home education programs; prohibiting district school boards and Florida College System institutions from denying students who have met eligibility requirements from participating in dual enrollment except under specified circumstances; providing that certain independent colleges and universities are eligible for inclusion in the dual enrollment and early admission programs; establishing the Dual Enrollment Scholarship Program, etc. | Fav/CS  
Yeas 7 Nays 0  
ED 01/21/2020 Favorable  
AED 02/18/2020 Fav/CS  
AP |
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<tr>
<th>TAB</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>CS/SB 1628 Education / Book (Similar CS/CS/H 1213)</td>
<td>Holocaust Education; Including the study of a specified policy against anti-Semitism in specified instruction; providing school district, charter school, and Department of Education requirements relating to such instruction; authorizing the department to work with certain Holocaust educational organizations for specified purposes relating to the required instruction, etc.</td>
<td>Favorable Yeas 8 Nays 0</td>
</tr>
<tr>
<td></td>
<td>CS/SB 1750 Education / Montford (Similar H 403)</td>
<td>High School Graduation Requirements; Revising the credit requirements to earn a standard high school diploma to include career and technical education rather than practical arts; specifying that eligible courses are identified in the Course Code Directory, etc.</td>
<td>Favorable Yeas 8 Nays 0</td>
</tr>
</tbody>
</table>

Other Related Meeting Documents
**I. Summary:**

CS/SB 70 creates “Alyssa’s Law.”

The bill creates a new section of statute to:

- Define “panic alarm” to mean a security system signal generated by the manual activation of a device or an alternative mechanism intended to communicate a life-threatening or emergency situation that requires a response from law enforcement;
- Define “public school building” to include all buildings on a public elementary, middle, or high school campus where instruction takes place or where students are present during the school day; and
- Require each public school to be equipped with a panic alarm system for use in a school security emergency, including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation. The panic alarm system must be accessible to administrators, teachers, staff, and other designated personnel at all locations on the school grounds and provide permanently installed alert indicators located at indoor and outdoor locations. The panic alarm system must be directly linked to the main office at the school and to local law enforcement agencies that are designated as first responders to the school’s campus, and the system must immediately transmit a signal or message to those authorities upon activation.

The bill may have an indeterminate, potentially significant, negative fiscal impact to school districts.
The bill has an effective date of July 1, 2020

II. Present Situation:

Alyssa Alhadeff

Alyssa Alhadeff, a former student at Marjory Stoneman Douglas High School in Parkland, Florida, was among the 17 killed during a school shooting in February 2018.¹

School Shootings

There have been over 234 shootings at primary and secondary schools since the shooting at Columbine High in April 1999, resulting in the loss of 144 lives.² In 2018 alone, there were 25 shootings - the highest number during any year since at least 1999, and a Washington Post database of school shootings indicates that over 236,000 students have been exposed to gun violence.³

Life-Threatening Emergencies

Florida law requires district school boards to provide for the health, safety, and welfare of students at school. School districts must establish model emergency management and preparedness procedures that include notification procedures for life-threatening emergencies. The procedures must include commonly used alarm system responses for specific emergencies. Life-threatening emergencies are defined as weapon-use; hostage and active shooter situations; hazardous materials or toxic chemical spills; severe weather (hurricanes, tornadoes, and severe storms); and exposure as a result of a manmade emergency.⁴

9-1-1 Wireless Calls

Although wireless phones can be an important public safety tool, they also create unique challenges for emergency response personnel. Because wireless phones are not associated with one fixed physical location, authorities will not know the nature of the threat or the exact location unless the 9-1-1 caller is able to stay on the call and relay that information. Due to this limitation, police and paramedics may not know how many personnel should respond, where to set up a safe location or rally point, where to relocate students (in the case of a school shooting incident), and where an active shooter may be located.

⁴ See ss. 1006.07(4)(a) and (b), F.S.
Marjory Stoneman Douglas High School Public Safety Commission

The Marjory Stoneman Douglas High School Public Safety Commission is entrusted with investigating system failures in the Marjory Stoneman Douglas High School shooting and prior mass violence incidents, and developing recommendations for system improvements.\(^5\) The commission submitted its initial report to the Governor and the Legislature on January 2, 2019, and its second report to the Governor and Legislature on November 1, 2019.\(^6\) The commission is authorized to issue a report annually, by January 1, and is scheduled to sunset July 1, 2023.\(^7\)

The commission’s second report includes school safety and security recommendations, which includes language directing that, “some emergency drills should require movement and exercise all necessary aspects of the drill and emergency operations plan, including panic buttons …”, and “the timeliest way to communicate an on-campus emergency is direct reporting from a school staff member to everyone on campus and the 911 center simultaneously.”\(^8\)

Panic Buttons

The U.S. Department of Homeland Security has identified a variety of technologies school districts can use to enhance school safety, including mass notification systems such as panic alarms.\(^9\) Panic buttons can be set up at a school and monitored by the school administration, local law enforcement. They can be hard wired, wireless, or application-based devices that send a signal notifying first responders of a school security emergency.\(^10\)

Some mobile phone applications, "act as panic buttons, which a teacher can press to send an alert to the phone of police officers within a certain radius of a school.” Other mobile phone applications focus on locking down or activating other protective measures such as locking doors, deploying smoke cannons, activating strobe lights, and monitoring closed-circuit video.\(^11\)

III. Effect of Proposed Changes:

The bill names the act (newly created s. 1013.373, F.S.) “Alyssa’s Law.”

The bill creates s. 1013.373, F.S., to:

- Define “panic alarm” to mean a security system signal generated by the manual activation of a device or an alternative mechanism intended to communicate a life-threatening or emergency situation that requires a response from law enforcement;

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\(^5\) Section 943.687(3), F.S.


\(^7\) Section 943.687(9), F.S.

\(^8\) Supra, note 2.


• Define “public school building” to include all buildings on a public elementary, middle, or high school campus where instruction takes place or where students are present during the school day; and
• Require each public school to be equipped with a panic alarm system for use in a school security emergency, including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation. The panic alarm system must be accessible to administrators, teachers, staff, and other designated personnel at all locations on the school grounds and provide permanently installed alert indicators located at indoor and outdoor locations. The panic alarm system must be directly linked to the main office at the school and to local law enforcement agencies that are designated as first responders to the school’s campus, and the system must immediately transmit a signal or message to those authorities upon activation.

The bill has an effective date of July 1, 2020.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

This bill does not require counties or municipalities to spend funds or limit their authority to raise revenue or receive state-shared revenues as specified in Article VII, s. 18 of the Florida Constitution.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Panic alarm systems for a public school would be sold and installed by private sector vendors, and would therefore have a positive impact on vendors selling or installing a panic alarm system.
C. Government Sector Impact:

The bill requires each public school to be equipped with a panic alarm system accessible to administrators, teachers, staff, and other designated personnel at all locations on the school grounds. The extent to which panic alarm systems are currently installed in public and charter school buildings is unknown. The bill may have an indeterminate, potentially significant, negative fiscal impact to school districts.

VI. Technical Deficiencies:

The term “public school building” in the bill does not appear to be needed since the bill no longer provides that public school buildings should be equipped with panic buttons, and instead provides that each public school be equipped with a panic alarm system accessible at all locations on the school grounds.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1013.373 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Infrastructure and Security on January 13, 2020:

- Modified the definition of “panic alarm system” to remove the portion stating the security system signal be silent;
- Adds the panic alarm system must be accessible to administrators, teachers, staff, and other designated personnel;
- Expands installation locations from just buildings to all locations on the school grounds;
- Provides the panic alarm system must provide permanently installed alert indicators located at indoor and outdoor locations; and
- Adds that the panic alarm system must be directly linked to the main office at the school, in addition to local law enforcement agencies that are designated as first responders to the school’s campus, and the system must immediately transmit a signal or message to those authorities upon activation.

B. Amendments:

None.
Senate Amendment (with title amendment)

Delete everything after the enacting clause and insert:

Section 1. This act may be cited as “Alyssa’s Law.”

Section 2. Present paragraph (c) of subsection (4) of section 1006.07, Florida Statutes, is redesignated as paragraph (d), and a new paragraph (c) is added to that subsection, to read:

1006.07 District school board duties relating to student...
discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

(4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

(c) Beginning with the 2021-2022 school year, each public elementary, middle, and high school, including charter schools, shall implement an interoperable panic alarm system, as defined in s. 1013.373, that is capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responders. Such system, which must be known as “Alyssa’s Alert,” must be integrated with local public safety answering point infrastructure to transmit 911 calls and device application activations.

Section 3. Section 1013.373, Florida Statutes, is created to read:

1013.373 Panic alarms in public schools.—

(1) As used in this section, the term:

(a) “Panic alarm system” means a security system signal generated by the manual activation of a school device intended to communicate a life-threatening or emergency situation that requires an immediate response from law enforcement.

(b) “Public school building” includes all buildings on a public elementary, middle, or high school campus where instruction takes place or where students are present during the school day.

(2) Beginning with the 2021-2022 school year, each public elementary, middle, and high school, including charter schools,
must implement a panic alarm system known as “Alyssa’s Alert” which complies with s. 1006.07(4)(c). Each school must be equipped with such a system for use in a school security emergency, including, but not limited to, a nonfire evacuation, a lockdown, or an active shooter event. The panic alarm system must:

(a) In order to notice all campus occupants during an active shooter event, be accessible to administrators, teachers, staff, and other designated personnel at all locations on the school grounds.

(b) Be directly linked to the main office at the school and to local law enforcement agencies that are designated as first responders to the school’s campus.

(c) Immediately transmit a signal or message to local law enforcement agencies upon activation.

(3) The Department of Education shall issue a competitive solicitation to identify panic alarm system options that may be used by school districts. In identifying the options available to school districts, the Department of Education shall consider the ability of a system to provide audible and visual notifications to protect persons who are hearing or visually impaired; the interoperability of the system with other emergency management tools, such as surveillance cameras; and compliance with the Americans with Disabilities Act. School districts may select a vendor from those identified by the Department of Education as qualified vendors and may apply to the Department of Education for funding through a competitive grant process.

Section 4. This act shall take effect July 1, 2020.
And the title is amended as follows:

Delete everything before the enacting clause and insert:

A bill to be entitled

An act relating to panic alarms in public schools; providing a short title; amending s. 1006.07, F.S.; beginning in a specified school year, requiring each public school, including charter schools, to implement a panic alarm system for specified purposes; providing requirements for such system; creating s. 1013.373, F.S.; defining terms; requiring each public school to be equipped with a panic alarm system; providing requirements for such systems; requiring the Department of Education to issue a competitive solicitation to identify panic alarm options to be used by school districts; requiring the department to consider certain options available to school districts during the process; authorizing school districts may select a vendor from those identified by the department as qualified vendors; authorizing school districts to apply for funding from the department through a competitive grant process; providing an effective date.
Appropriations Subcommittee on Education (Book) recommended the following:

**Senate Substitute for Amendment (889996) (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. This act may be cited as “Alyssa’s Law.”

Section 2. Present paragraph (c) of subsection (4) of section 1006.07, Florida Statutes, is redesignated as paragraph (e), and new paragraphs (c) and (d) are added to that subsection, to read:
1006.07 District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

(4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

(c) Beginning with the 2021-2022 school year, each public elementary, middle, and high school campus, including charter schools, must implement a mobile panic alarm system or a panic button system with interoperability capability to connect diverse emergency services technologies to ensure real-time coordination between multiple first responders. Such system, which shall be referred to as “Alyssa’s Alert,” shall integrate with local public safety answering point infrastructure to transmit 911 calls and mobile device application activations. Each school must be equipped with such a system for use in a school security emergency, including, but not limited to, a nonfire evacuation, a lockdown, or an active shooter event, and the system must effectively notify everyone on campus of the emergency. The panic alarm system must:

1. Be accessible to administrators, teachers, staff, and other designated personnel at all locations on the school grounds.

2. Be directly linked to the main office at the school and to local law enforcement agencies that are designated as first responders to the school’s campus.

3. Immediately transmit a signal or message to local law enforcement agencies upon activation.
(d) The department shall issue a competitive solicitation to identify panic alarm system options that may be used by school districts. In identifying the options available to school districts, the department shall consider the ability of a system to provide audible and visual notifications to protect persons who are hearing or visually impaired and the interoperability of the system.

Section 3. This act shall take effect July 1, 2020.

============ T I T L E   A M E N D M E N T =============
And the title is amended as follows:
Delete everything before the enacting clause and insert:

A bill to be entitled
An act relating to panic alarms in public schools;
providing a short title; amending s. 1006.07, F.S.;
requiring each public school campus, including charter schools, to implement a panic alarm system for specified purposes, beginning in a specified school year; providing requirements for such system;
authorizing the Department of Education to issue a competitive solicitation to identify panic alarm system options to be used by school districts;
requiring the department to consider certain factors during review of responses to the solicitation;
providing an effective date.
Appropriations Subcommittee on Education (Stargel) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. This act may be cited as “Alyssa’s Law.”

Section 2. Paragraph (c) of subsection (4) of section 1006.07, Florida Statutes, is redesignated as paragraph (f), and a new paragraph (c) and paragraphs (d) and (e) are added to that subsection, to read:

1006.07 District school board duties relating to student
discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

(4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

(c) Beginning with the 2021-2022 school year, each public school, including charter schools, shall implement an interoperable mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responders. Such system, known as “Alyssa’s Alert,” must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile device application activations.

(d) In addition to the requirements of subsection (c), a public school district may implement additional strategies or systems to ensure real-time coordination between multiple first responders in a school security emergency.

(e) For the 2020-2021 fiscal year, subject to the appropriation of funds in the General Appropriations Act for this purpose, the department shall issue a competitive solicitation to contract for a mobile panic alert system for all public schools statewide as provided in subsection (c). The department shall consult with the Marjory Stoneman Douglas High School Public Safety Commission and the Florida Department of Law Enforcement in the development of the competitive solicitation for the statewide mobile panic alert system.

Section 4. This act shall take effect July 1, 2020.
And the title is amended as follows:
Delete everything before the enacting clause and insert:

A bill to be entitled An act relating to alert systems in public schools; providing a short title; amending s. 1006.07, F.S.; requiring each public school to implement a mobile panic alert system for specified purposes beginning in a specified school year; providing requirements for such system; requiring the Department of Education to issue a competitive solicitation to contract for a mobile panic alert system for all public schools statewide; requiring the department to consult with the Marjory Stoneman Douglas High School Public Safety Commission and the Florida Department of Law Enforcement in the development of the competitive solicitation; providing an effective date.
By the Committee on Infrastructure and Security; and Senators Book and Berman

A bill to be entitled
An act relating to panic alarms in public schools;
providing a short title; creating s. 1013.373, F.S.;
defining terms; requiring each public school to be
equipped with a panic alarm system; providing
requirements for such systems; providing an effective
date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. This act may be cited as "Alyssa’s Law."

Section 2. Section 1013.373, Florida Statutes, is created
to read:
1013.373 Panic alarms in public schools.—
(1) As used in this section, the term:
(a) "Panic alarm system" means a security system signal
generated by the manual activation of a device or an alternative
mechanism intended to communicate a life-threatening or
emergency situation that requires a response from law
enforcement.
(b) "Public school building" includes all buildings on a
public elementary, middle, or high school campus where
instruction takes place or where students are present during the
school day.
(2) Each public school must be equipped with a panic alarm
system for use in a school security emergency, including, but
not limited to, a non-fire evacuation, a lockdown, or an active
shooter situation. The panic alarm system must be accessible to
administrators, teachers, staff, and other designated personnel

Section 3. This act shall take effect July 1, 2020.
January 16, 2020

Chair Kelli Stargel
Appropriations Subcommittee on Education
201 The Capitol
404 S. Monroe Street
Tallahassee, FL 32399-1100

Chair Stargel:

I respectfully request that SB 70 – Panic Alarms in Public Schools or “Alyssa’s Law” be placed on the agenda for the next Appropriations Subcommittee on Education meeting.

Should you have any questions or concerns, please feel free to contact my office or me. Thank you in advance for your consideration.

Thank you,

[Signature]

Senator Lauren Book
Senate District 32

Cc: Tim Elwell, Staff Director
    JoAnne Bennett, Administrative Assistant
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 2/18/2020

Bill Number (if applicable) SB 90

Amendment Barcode (if applicable)

Topic Panic Alarm Pub Schools

Name Trish Neely

Job Title Consultant

Address 2024 Shangri La Lane

Street Tally

City FL

State 32303

Zip

Phone 850 322 3317

Email

Speaking: ☑ For ☐ Against ☐ Information

Waive Speaking: ☑ In Support ☐ Against

(The Chair will read this information into the record.)

Representing League of Women Voters

Appearing at request of Chair: ☑ Yes ☐ No

Lobbyist registered with Legislature: ☑ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
THE FLORIDA SENATE

APPEARANCE RECORD

Meeting Date: 2/18/2020

Bill Number (if applicable): 70

Amendment Barcode (if applicable): 326069

Topic: Panic Alarms in Schools

Name: Michael Cantens

Job Title:

Address: 2000 Ponce de Leon Blvd

Street:

City: Coral Gables

State: FL

Zip: 33134

Phone:

Email: michael@alertpointsecurity.com

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against

(The Chair will read this information into the record.)

Representing: Alert Point Security

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: 2/18/20

Bill Number (if applicable): 70

Amendment Barcode (if applicable):

Topic: School Panic Alarms

Name: Scott Jenkins

Job Title: Senior Gulf Consultant

Address: 215 S. Monroe St., 32301

Street: 1CH

City: Tallahassee

State: FC

Zip: 32301

Phone: 850-661-0829

Email: jenkins@cavalierfields.com

Speaking: ☑ For □ Against □ Information

Waive Speaking: □ In Support □ Against

(The Chair will read this information into the record.)

Representing: School Check-In

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: ☑ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.
HERALD ALAMS

Robert Holroyd

110 SE 6th St., Fifteenth Floor
Fort Lauderdale, FL 33301

954-803-0231

REHE@riipscom

City of Parkland

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/18/20
Meeting Date

70
Bill Number (if applicable)

Panic Alarms
Topic

Dr. Danielle Thomas
Name

Legislation Chair
Job Title

1247 Orlando Central Pkwy
Address

Orlando FL 32809
City State Zip

Phone 407-855-7604

Email legislation@floridapta.org

Speaking: [ ] For [ ] Against [ ] Information Waive Speaking: [x] In Support [ ] Against
(The Chair will read this information into the record.)

Representing Florida PTA

Appearing at request of Chair: [ ] Yes [x] No Lobbyist registered with Legislature: [ ] Yes [x] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting

S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 2/18/20

Bill Number (if applicable) 70

Amendment Barcode (if applicable)

Name Andrew Goren

Job Title Volunteer for Make our schools safe

Phone 850 - 559 - 2403

Address

Email

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☒ In Support ☐ Against
(The Chair will read this information into the record.)

Representing ☐ My Self

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

S-001 (10/14/14)
The Florida Senate

Appearance Record

Meeting Date: 2/18/20

SB 70

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic: Alyssa's Law - Panic Buttons

Name: Lori Alhadeff

Job Title: School Board Member

Address: 8675 Watercrest Circle West, Parkland, FL 33076

Phone: 609-335-8226

Email: playforalyssa@gmail.com

Speaking: [ ] For [X] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

(The Chair will read this information into the record.)

Representing: [X] Myself

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [ ] Yes [X] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

02/18/2020

Meeting Date

SB 0070

Bill Number (if applicable)

 Amendment Barcode (if applicable)

Topic Panic Alarms in Public Schools

Name Gilbert Marsh

Job Title Sec/Treas

Address 343 West Madison Street

Street

Tallahassee Florida 32301

City State Zip

Phone (850)224-7333

Email gilbert@fpfp.org

Speaking: □ For □ Against □ Information

Waive Speaking: ✓ In Support □ Against
(The Chair will read this information into the record.)

Representing Florida Professional Firefighters

 Appearing at request of Chair: □ Yes ✓ No

Lobbyist registered with Legislature: ✓ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

Part of the public record for this meeting.
THE FLORIDA SENATE

APPEARANCE RECORD

( Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting )

Meeting Date __2/18/20__

Bill Number (if applicable) ___________________________

Amendment Barcode (if applicable) ______________________

Topic Panic Alarm - SB 70 ____________________________

Name Stephanie Grifman Zauser __________________________

Job Title Partner - Ballard Partners _______________________

Address 401 E Las Olas, su 1400 _________________________

Phone __________________________

Email __________________________

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against
(The Chair will read this information into the record.)

Representing Broward Schools __________________________

Appearing at request of Chair: □ Yes □ No
Lobbyist registered with Legislature: □ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting. __________________________

S-001 (10/14/14)
I. **Summary:**

SB 1100 establishes the Florida Seal of Fine Arts Program to recognize high school graduates who have attained a high level of skill in fine arts coursework. The bill specifies that beginning in the 2020-2021 school year, the Florida Seal of Fine Arts is awarded to a high school graduate who:

- Completes three year-long courses or earns three course credits in dance, music, theater, or the visual arts with a grade of “B” or higher in each course;
- Completes an additional year-long course or earns an additional course credit in a qualified art course with a grade of “B” or higher;
- Completes two fine arts-related extracurricular activities; and
- Shares his or her talent and industry knowledge by providing at least 20 hours of art-related community service and presents a comprehensive presentation on his or her experience.

The fiscal impact of the bill is indeterminate. See Section V.

The bill takes effect on July 1, 2020.

II. **Present Situation:**

Art education refers to learning, instruction and programming based upon the visual and tangible arts. Art education includes performing arts like dance, music, theater, and visual arts like drawing, painting, sculpture, and design works. Design works include design in jewelry, pottery, weaving and fabrics. Art education can also include commercial graphics, photography, video, film, and design. Art education instruction is provided through a standards-based, sequential approach by a qualified instructor as part of the core curriculum.¹

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The Arts Industry

Nationally, the nonprofit arts industry generated $166.3 billion of economic activity during fiscal year 2015:
- $63.8 billion by the nation's nonprofit arts and culture organizations; and
- $102.5 billion in event-related expenditures by their audiences.²

This economic activity supported 4.6 million full-time jobs and generated $27.5 billion in revenue to local, state, and federal governments.³

Florida's arts and cultural industry generated $4.68 billion total economic activity during fiscal year 2015. This includes $2.29 billion by nonprofit arts and culture organizations and an additional $2.39 billion in event-related spending by their audiences. This economic activity supports 132,366 full-time jobs, generates $3.35 billion in household income to local residents, and delivers $492.3 million in local and state government revenue.⁴

The Arts and Florida Students

Florida brings the arts to students in a variety of ways; from promoting nationally recognized Arts Education Month⁵ to enacting arts-related legislation such as:
- Requiring each school board to provide courses and instruction in the arts for all students, and requiring students to take one credit in fine or performing arts, speech and debate, or practical arts to meet graduation requirements.⁶
- Establishing the annual art in the capitol competition as a statewide visual arts competition for all public, private, and home education students in grades six through eight.⁷
- Requiring the Commissioner of Education to annually prepare and post a fine arts report that includes:⁸
  - Students access to and participation in fine arts courses, including visual arts, music, dance, and theatre courses;
  - The number and certification status of educators providing instruction in fine art courses;
  - Educational facilities designed and classroom space equipped for fine arts instruction; and
  - The manner in which schools are providing the core curricular content for fine arts established in the Sunshine State Standards.

During the 2017-2018 school year, as included in the fine arts report, all school districts offered courses in the arts and 57.1 percent of students enrolled in arts courses, with:⁹

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³ Id. at 1.
⁴ Id. at 3.
⁶ See ss. 1003.42(1) and 1003.4282(3)(e), F.S.
⁷ Section 1003.49965(1) and (2), F.S.
⁸ Section 1003.4995, F.S.
Music comprising 45.1 percent of overall arts enrollment;
Visual arts comprising 43.1 percent of overall arts enrollment;
Theatre comprising 3.8 percent of overall arts enrollment; and
Dance comprising 1.9 percent of overall arts enrollment.

Diploma Designations and Seals

Students meeting specific requirements for graduation and demonstrating exemplary performance may be awarded recognition upon graduation. One way this is accomplished is through special diploma designations and seal programs established at the state or local level. For example, Arizona\textsuperscript{10} offers diploma seals in the areas of biliteracy, civic literacy, personal finance, and arts proficiency.\textsuperscript{11} Ohio\textsuperscript{12} and Georgia\textsuperscript{13} also offer diploma seal recognitions for students excelling in the arts. These states require students to earn a minimum grade point average (GPA), take a series of fine arts courses, and complete community service and a final project.

Florida currently offers three diploma recognitions- the Scholar Diploma Designation,\textsuperscript{14} the Merit Diploma Designation,\textsuperscript{15} and the Seal of Biliteracy.\textsuperscript{16}

\textit{Florida Scholar Diploma Designation}

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements to earn the Scholar Diploma Designation:\textsuperscript{17}

\begin{itemize}
  \item Earn one credit in Algebra 2 or an equally rigorous course.
  \item Pass the Geometry End of Course Exam (EOC).
  \item Earn one credit in Statistics or an equally rigorous mathematics course.
  \item Pass the Biology 1 EOC.
  \item Earn one credit in Chemistry or Physics.
  \item Earn one credit in a course equally rigorous to Chemistry or Physics.
  \item Pass the U.S. History EOC.
  \item Earn two credits in the same foreign language.
  \item Earn at least one credit in an Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or a dual enrollment course.
\end{itemize}

\textsuperscript{12} Ohio Department of Education, \textit{Arts Honors Diploma} \url{http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Arts-Honors-Diploma} (last visited Jan. 30, 2020).
\textsuperscript{14} Section 1003.4285(a), F.S.
\textsuperscript{15} Section 1003.4285(b), F.S.
Florida Merit Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must attain one or more qualified industry certifications to earn the Merit Diploma Designation.18

During the 2018-2019 school year 12,898 students earned the Scholar Diploma Designation, 21,402 earned the Merit Diploma Designation and 8,856 earned both the Scholar and Merit Diploma Designation.19

Florida Seal of Biliteracy Program

The Florida Legislature authorized the Florida Seal of Biliteracy Program (biliteracy program) in 2016. The biliteracy program recognizes high school graduates who attain a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, and offers two seals: gold and silver.20

To earn the gold or silver seal of biliteracy, a Florida high school student who has earned a standard high school diploma must:21

- Earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher;
- Achieve qualifying scores on the 10th grade English language arts assessment and a foreign language assessment with the gold seal requiring higher qualifying scores; or
- Satisfy alternative requirements as determined by the State Board of Education.22

During the 2018-2019 school year 7,353 students earned the Gold Seal of Biliteracy, 1,339 students earned the Silver Seal of Biliteracy, and 2,878 students earned both the Gold Seal and Silver Seal of Biliteracy.23

III. Effect of Proposed Changes:

The bill establishes the Florida Seal of Fine Arts Program (Seal of Fine Arts) to recognize high school graduates who have attained a high level of skill in fine arts coursework. The purpose of the Seal of Fine Arts is to encourage students to develop expertise in the performing or visual arts.

Beginning in the 2020-2021 school year, the Seal of Fine Arts must be awarded to a high school graduate who:
- Completes three year-long courses or earns three sequential course credits in dance, music, theater, or the visual arts with a grade of “B” or higher in each course;

18 Id.
19 Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Feb. 3, 2020) (on file with the Senate Committee on Education).
21 Section 1003.432(4), F.S.
22 Rule 6A-1.09951, F.A.C.
23 Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Feb. 3, 2020) (on file with the Senate Committee on Education).
Completes an additional year-long course or earns an additional course credit in a qualified art course with a grade of “B” or higher;
- Completes two fine arts-related extracurricular activities; and
- Shares his or her talent and industry knowledge by providing at least 20 hours of art-related community service and presents a comprehensive presentation on his or her experience.

The bill authorizes the State Board of Education to establish additional criteria for the award of the Seal of Fine Arts.

The bill also requires the Commissioner of Education to create the Seal of Fine Arts and provide information necessary for school districts to implement the program appropriately.

The establishment of the Seal of Fine Arts may encourage more high school students to build expertise in the arts, earn recognition, and follow art-related career paths.

The bill takes effect on July 1, 2020.

IV. **Constitutional Issues:**

A. **Municipality/County Mandates Restrictions:**

None.

B. **Public Records/Open Meetings Issues:**

None.

C. **Trust Funds Restrictions:**

None.

D. **State Tax or Fee Increases:**

None.

E. **Other Constitutional Issues:**

None.

V. **Fiscal Impact Statement:**

A. **Tax/Fee Issues:**

None.

B. **Private Sector Impact:**

None.
C. Government Sector Impact:

The Department of Education may incur costs associated with creating the seal for the Seal of Fine Arts Program. Because the number of students who will qualify for a Seal of Fine Arts cannot be determined, the fiscal impact of the bill is indeterminate, but likely minimal.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1003.4321 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:
   (Summarizing differences between the Committee Substitute and the prior version of the bill.)

   None.

B. Amendments:

   None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
A bill to be entitled An act relating to the Florida Seal of Fine Arts Program; creating s. 1003.4321, F.S.; establishing the Florida Seal of Fine Arts Program to recognize high school graduates who have attained a high level of skill in fine arts coursework; providing the purpose of the program; providing criteria to earn the Seal of Fine Arts; authorizing the State Board of Education to adopt additional criteria for the award of the seal; requiring the Commissioner of Education and school districts to perform specified duties to administer the program; prohibiting a school district or the Department of Education from charging a fee for the seal; requiring the state board to adopt rules; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1003.4321, Florida Statutes, is created to read:

1003.4321 Florida Seal of Fine Arts for high school graduates.—

(1) The Florida Seal of Fine Arts Program is established to recognize a high school graduate who has attained a high level of skill in fine arts coursework.

(2) The purpose of the Florida Seal of Fine Arts Program is to encourage students to develop a high level of skill in the performing or visual arts.

(3) Beginning with the 2020-2021 school year, the Seal of Fine Arts must be awarded to a high school student who has earned a standard high school diploma and who:

(a) Has completed three year-long courses in dance, music, theater, or the visual arts with a grade of "B" or higher in each course or earned three sequential course credits in such courses with a grade of "B" or higher in each course.

(b) Has completed an additional year-long course or earned an additional course credit in an art course listed in paragraph (a) with a grade of "B" or higher.

(c) Has completed two fine arts-related extracurricular activities.

(d) Has shared his or her talent and industry knowledge by providing at least 20 hours of art-related community service in his or her community and presented a comprehensive presentation on his or her experiences.

The State Board of Education may establish additional criteria for the award of the Seal of Fine Arts.

(4) The Commissioner of Education shall:

(a) Prepare and provide to each school district an appropriate insignia to be affixed to a student’s diploma indicating that the student has been awarded the Seal of Fine Arts.

(b) Provide information necessary for a school district to successfully implement the program.

(5) Each school district shall:

(a) Maintain appropriate records to identify a student who has met the requirements to receive the Seal of Fine Arts.

(b) Provide the Commissioner of Education with the number of students awarded the Seal of Fine Arts.
of students who have met the requirements to receive the Seal of Fine Arts.

(c) Affix the appropriate insignia to the student’s diploma and indicate on the student’s transcript that the student has earned the Seal of Fine Arts.

(6) A school district or the Department of Education may not charge a fee for the Seal of Fine Arts.

(7) The State Board of Education shall adopt rules to implement this section, including, but not limited to:

(a) A process to confirm a student’s successful completion of the requirements in subsection (3).

(b) Any additional requirements a student must meet to be awarded the Seal of Fine Arts.

Section 2. This act shall take effect July 1, 2020.
To: Senator Kelli Stargel, Chair
   Appropriations Subcommittee on Education

Subject: Committee Agenda Request

Date: February 10, 2020

I respectfully request that Senate Bill # 1100, relating to Florida Fine Arts Seal, be placed on
the:

☐ committee agenda at your earliest possible convenience.

☒ next committee agenda.

Senator Darryl Ervin Rouson
Florida Senate, District 19
APPEARANCE RECORD

( Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

2/18/20

Bill Number (if applicable)

1100

Amendment Barcode (if applicable)

Topic
Fine Arts

Name
Dr. Danielle Thomas

Job Title
Legislation Chair

Address
1747 Orlando Central Pkwy
Orlando, FL 32809

Phone
407.855.7604

Email
Legislation@floridapta.org

Speaking:
□ For □ Against □ Information

Waive Speaking:
□ In Support □ Against
(The Chair will read this information into the record.)

Representing
Florida PTA

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

PCS/SB 1246 modifies the dual enrollment and collegiate high school programs to ensure students have access to such programs, parents and legal guardians are informed of opportunities and responsibilities, and school districts and postsecondary institutions are provided financial support to offer dual enrollment opportunities to students. Specifically, the bill:

- Modifies the dual enrollment program to increase access for students by specifying that:
  - School districts or Florida College System institutions may not deny an eligible student from participating in dual enrollment, and may not establish eligibility criteria in addition to those in law.
  - Instructional materials are free-of-charge for students in private schools and home education programs.
  - Private schools are exempt from the payment of tuition and fees for dual enrollment.

- Renames the “collegiate high school” to “early college” program and specifies requirements in the program contract and student performance contract.

- Establishes funding and financial incentives for school districts and postsecondary institutions by:
  - Creating the Dual Enrollment Scholarship Program in the Department of Education to reimburse eligible public postsecondary institutions a specified amount for tuition and instructional materials for dual enrollment taken by private school and home education program students in the fall and spring term, and by all students in the summer term, subject to appropriation in the General Appropriations Act.
o Providing a full-time equivalent (FTE) student membership bonus in the Florida Education Finance Program (FEFP) for students who complete general education core courses or an associate degree through dual enrollment, and requiring school districts to allocate half of such funds to support academic guidance and postsecondary readiness.

- Establishes a requirement for the Commissioner of Education to report to the Governor and Legislature regarding the status of dual enrollment programs for public and private school and home education program students.

The bill does not require an appropriation of additional state funds for the FEFP; however, school districts with more students successfully completing dual enrollment coursework will be provided additional funds within the formula. See Section V.

The bill takes effect on July 1, 2020.

II. Present Situation:

Florida law provides students in secondary schools access to advanced coursework. Such coursework is intended to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject.¹

**Dual Enrollment**

Dual enrollment is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward both a high school diploma and a career certificate or an associate or baccalaureate degree.²

An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with the requirements specified in law³ and provides a secondary curriculum pursuant to law.⁴ Students who meet the eligibility requirements and who participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.⁵

A growing body of research suggests that participation in dual enrollment can lead to improved academic outcomes, especially for students from low-income backgrounds and first-generation college students. Research suggests that participation in dual enrollment can lead to better grades in high school, increased enrollment in college following high school, higher rates of persistence

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¹ Section 1007.27(1), F.S.
² Section 1007.271(1), F.S.
³ Section 1002.42(2), F.S.
⁴ Section 1007.271(2), F.S.
⁵ Section 1007.271(16), F.S. Florida law specifies that the provisions of law which exempt dual enrolled and early admission students from payment for instructional materials and tuition and fees, including laboratory fees, do not apply to students who select the option of enrolling in an eligible independent institution. Section 1011.62(1)(i), F.S. An eligible independent institution is an independent college or university, which is not-for-profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02. Id.
in college, greater credit accumulation, and increased rates of credential attainment. In addition, research indicates that allowing students in high school to complete even a single college class may significantly increase their chances of attending college and eventually graduating.

The following table shows 2018-2019 academic year dual enrollment participation by public and private school and home education program students at Florida College System (FCS) institutions, state universities, and at eligible private colleges and universities.

<table>
<thead>
<tr>
<th></th>
<th>FCS Institutions</th>
<th>State Universities</th>
<th>Private Colleges and Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>73,408</td>
<td>9,250</td>
<td>6,908</td>
</tr>
<tr>
<td>Private School</td>
<td>2,607</td>
<td>688</td>
<td></td>
</tr>
<tr>
<td>Home Education</td>
<td>3,818</td>
<td>113</td>
<td></td>
</tr>
</tbody>
</table>

Generally, about three times as many students take dual enrollment courses at an FCS institution during the fall and spring terms than in the summer term. About 10 times as many students take dual enrollment courses at a state university in the fall and spring compared to the summer term.

**Eligibility Criteria**

Student eligibility requirements for initial enrollment in college credit dual enrollment courses include a 3.0 unweighted high school grade point average (GPA) and the minimum score on a common placement test adopted by the State Board of Education (SBE) which indicates that the student is ready for college-level coursework. For continued enrollment in college credit dual

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7 Jobs for the Future, *Taking College Courses in High School: A Strategy for College Readiness* (Oct. 2012), available at [https://jff.org-prod-prime.s3.amazonaws.com/media/documents/TakingCollegeCourses_101712.pdf](https://jff.org-prod-prime.s3.amazonaws.com/media/documents/TakingCollegeCourses_101712.pdf). Students who had completed college algebra for dual enrollment had associate degree attainment rates that were 23 percentage points higher and bachelor’s degree attainment rates 24 percentage points higher than students with no such experience. *Id.*

8 Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Jan. 8, 2020) (on file with the Senate Committee on Education).

9 Email from Jason Jones, Chief Data Officer, Florida Board of Governors (Jan. 3, 2020) (on file with the Senate Committee on Education).

10 Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Jan 8, 2020) (on file with the Senate Committee on Education).

11 *Id.* In 2018-2019, 74,071 students dually enrolled at an FCS institution in the fall and spring terms, and 22,240 students dually enrolled in the summer term (students enrolled in fall/spring and summer are counted twice).

12 Email from Jason Jones, Chief Data Officer, Florida Board of Governors (Jan. 3, 2020) (on file with the Senate Committee on Education). In 2018-2019, 14,658 students dually enrolled at a state university in the fall and spring terms, and 1,408 students dually enrolled in the summer term. *Id.*

13 The Postsecondary Education Readiness Test (PERT) is Florida's customized common placement test. The purpose of the PERT is to determine accurate course placement based on the student's skills and abilities. The PERT is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The PERT assessment system includes Placement and Diagnostic tests in mathematics, reading and writing. Rule 6A-10.0315, F.A.C. establishes the test scores used to determine whether a student is ready for college level coursework. Florida Department of Education, *Common Placement Testing*, [http://www.fldoe.org/schools/higher-ed/fl-college-system/common-placement-testing.stml](http://www.fldoe.org/schools/higher-ed/fl-college-system/common-placement-testing.stml) (last visited April 2, 2019). As an alternative to PERT, students may take the ACCUPLACER, SAT, and ACT to demonstrate readiness to perform college-level work. Rule 6A-10.0315(2), F.A.C.; see also Rule 6A-14.064(1)(b), F.A.C.
enrollment courses, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution. For initial and continued enrollment in career certificate dual enrollment courses, students must have a 2.0 unweighted high school GPA. Exceptions to the required GPA may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement. FCS institutions may establish additional student eligibility requirements, which may not arbitrarily prohibit or limit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. Such additional eligibility requirements must be included in the dual enrollment articulation agreement.\(^\text{14}\)

**Notification of Dual Enrollment Option**

Each district school board must inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents must be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation.\(^\text{15}\)

**Dual Enrollment Articulation Agreement**

A dual enrollment articulation agreement establishes the guidelines for implementing the program for eligible students.\(^\text{16}\) Specifically, Florida law requires:

- Each district school superintendent and each public postsecondary institution president to develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution.\(^\text{17}\)
- Each public postsecondary institution to enter into a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student’s parent.\(^\text{18}\)
- Each public postsecondary institution to enter into a private school articulation agreement with each eligible private school in its geographic service area seeking to offer dual enrollment courses to its students.\(^\text{19}\)

In addition, district school boards and FCS institutions may enter into additional dual enrollment articulation agreements with state universities, and school districts may also enter into dual enrollment articulation agreements with eligible independent colleges and universities.\(^\text{20}\)

Dual enrollment articulation agreements are developed locally by the entities specified in law. Florida law specifies the information that must be addressed in the dual enrollment articulation agreements.\(^\text{21}\) Such agreements must be submitted to the Florida Department of Education.

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\(^\text{14}\) Section 1007.271(3), F.S.
\(^\text{15}\) Section 1007.271(8), F.S.
\(^\text{17}\) Section 1007.271(21), F.S.
\(^\text{18}\) Section 1007.271(13), F.S.
\(^\text{19}\) Section 1007.271(24), F.S.
\(^\text{20}\) Section 1007.271(23), F.S.
\(^\text{21}\) Section 1007.271(13), (21), and (24), F.S.
(DOE) by August 1 of each year.\textsuperscript{22} District school boards may not refuse to enter into a dual enrollment articulation agreement with a local FCS institution if that institution has the capacity to offer dual enrollment courses.\textsuperscript{23}

\textbf{Instructional Materials}

Instructional materials assigned for use within dual enrollment courses must be made available to dual enrollment students from Florida public high schools free of charge.\textsuperscript{24} Florida law does not prohibit an FCS institution from providing instructional materials at no cost to a home education student or a student from a private school. Instructional materials purchased by a district school board or FCS institution board of trustees on behalf of dual enrollment students must be the property of the board against which the purchase is charged.\textsuperscript{25}

\textbf{Collegiate High School Program}

In 2014, the Legislature codified the collegiate high school program and specified related requirements.\textsuperscript{26} Florida law requires each FCS institution to work with each district school board in its designated service area\textsuperscript{27} to establish one or more collegiate high school programs.\textsuperscript{28} In fall 2018, there were 11,146 students enrolled in a collegiate high school or collegiate high school program.\textsuperscript{29}

\textbf{Purpose}

At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications and to successfully complete 30 credit hours through dual enrollment toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.\textsuperscript{30}

\textbf{Program Contract}

Each district school board and its local FCS institution must execute a contract to establish one or more collegiate high school programs at a mutually agreed upon location or locations. If the FCS institution does not establish a program with a district school board in its designated service area, another FCS institution may execute a contract with that district school board to establish the program.\textsuperscript{31}

\textsuperscript{22} Section 1007.271(13), (21), (23), and (24), F.S.
\textsuperscript{23} Section 1007.271(4), F.S.
\textsuperscript{24} Section 1007.271(17), F.S.
\textsuperscript{25} Section 1007.271(17), F.S.
\textsuperscript{26} Section 10, ch. 2014-184, L.O.F.
\textsuperscript{27} Section 1000.21(3), F.S.
\textsuperscript{28} Section 1007.273(1), F.S.
\textsuperscript{29} Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Jan. 8, 2020) (on file with the Senate Committee on Education).
\textsuperscript{30} Section 1007.273(2), F.S.
\textsuperscript{31} Section 1007.273(3), F.S.
In addition to executing a contract with the local FCS institution, Florida law authorizes a district school board to execute a contract to establish a collegiate high school program with an eligible state university or an independent college or university.\textsuperscript{32}

Florida law specifies the information that must be addressed in the contract which must be executed by January 1 of each school year for implementation of the program during the next school year.\textsuperscript{33}

**Student Performance Contract**

Each student participating in a collegiate high school program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and the applicable FCS institution, state university, or eligible independent college or university.\textsuperscript{34} The performance contract must include the schedule of courses, by semester, and industry certifications to be taken by the student, student attendance requirements, and course grade requirements.

**Funding for Dual Enrollment and Collegiate High School Programs**

Florida is required to provide for an efficient, safe, secure, and high quality system of free public schools that allows students to obtain a high quality education and for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require.\textsuperscript{35}

**Florida Education Finance Program**

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts. Under the FEFP, financial support for education is based on the full-time equivalent (FTE) student membership in the public schools.\textsuperscript{36} The number of FTE students in each of the funded education programs is multiplied by cost factors\textsuperscript{37} relative to each program to obtain weighted FTE student values.\textsuperscript{38} The base student allocation from state and local funds is determined annually by the Florida Legislature and is a component in the calculation of base funding.\textsuperscript{39}

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\textsuperscript{32} Section 1007.273(5), F.S. To participate in a collegiate high school program, an independent college or university must be an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Id.

\textsuperscript{33} Section 1007.273(3), F.S.

\textsuperscript{34} Section 1007.273(4), F.S.

\textsuperscript{35} Art. IX, s. 1, Fla. Const.

\textsuperscript{36} Section 1011.62, F.S.

\textsuperscript{37} Program cost factors are based on desired relative cost differences between the following programs as established in the annual General Appropriations Act: grades K-3; 4-8; 9-12; two program cost factors for exceptional students; secondary career education programs; and English for Speakers of Other Languages. Section 1011.62(1)(c), F.S.


**Funding for Dual Enrollment**

Dual enrollment funding for public schools is included in the calculation of FTE students within the FEFP. There is no provision in law to allow for additional funding for students earning dual enrollment credit.

The dual enrollment articulation agreement between a district school superintendent and a public postsecondary institution president must address specified information including a funding provision that delineates costs incurred by each entity, which include the following:

- School districts are required to pay public postsecondary institutions the standard tuition rate per credit hour from funds provided in the FEFP when dual enrollment course instruction takes place on the postsecondary institution’s campus and the course is taken during the fall or spring term.
- When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district must reimburse the costs associated with the postsecondary institution’s proportion of salary and benefits to provide the instruction.
- When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution.

Florida law does not specify a similar funding provision for private schools to pay public postsecondary education institutions for the dual enrollment instruction that such institutions provide to the private school dual enrollment students. However, postsecondary institutions are not prohibited from charging a fee to private schools for the dual enrollment of its students.

Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution must receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term.

**Funding for Collegiate High School Programs**

The collegiate high school program is funded in accordance with the funding for dual enrollment through the FEFP. The SBE enforces compliance with the law regarding the collegiate high school program by withholding the transfer of funds for the school districts and the FCS institutions.

**FEFP Incentives for Acceleration Mechanisms**

The FEFP provides a funding incentive for school districts with students in Advanced Placement (AP), International Baccalaureate (IB), and Advanced Certificate of Education (AICE) courses

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40 Id. at 11.
41 Section 1007.271(21)(n), F.S.
42 Section 1007.271(21)(21), F.S.
43 Section 1007.271(21)(21)(n2), F.S.
44 Section 1007.273(6), F.S.
who successfully complete AP, IB, and AICE examinations and IB and AICE diplomas. The additional FTE is calculated as follows:

- A value of 0.16 FTE student membership is calculated for each student in each AP course who receives a score of 3 or higher on the College Board AP examination.
- A value of 0.16 FTE student membership is calculated for each student enrolled in an IB course who receives a score of 4 or higher on a subject examination. A value of 0.3 FTE student membership is calculated for each student who receives an IB diploma.
- A value of 0.16 FTE student membership is calculated for each student enrolled in a full-credit AICE course, and 0.08 FTE student membership for each student enrolled in a half-credit AICE course, for each student who receives a score of E or higher on a subject examination. A value of 0.3 FTE student membership is calculated for each student who receives an AICE diploma.

School districts must use the additional FTE funds for AP, IB, and AICE programs for purposes specified in law.

III. Effect of Proposed Changes:

The bill modifies the dual enrollment and collegiate high school programs to ensure students have access to such programs, parents and legal guardians are informed of opportunities and responsibilities, and school districts and postsecondary institutions are provided financial support to offer dual enrollment opportunities to students. Specifically, the bill:

- Modifies the dual enrollment program to increase access for students by specifying that:
  o School districts or Florida College System (FCS) institutions may not deny an eligible student from participating in dual enrollment, and may not establish eligibility criteria in addition to those in law.
  o Instructional materials are free-of-charge for students in private schools and home education programs.
  o Private schools are exempt from the payment of tuition and fees for dual enrollment.
- Renames the “collegiate high school” to “early college” program and specifies requirements in the program contract and student performance contract.
- Establishes funding and financial incentives for school districts and postsecondary institutions by:
  o Creating the Dual Enrollment Scholarship Program in the Department of Education (DOE) to reimburse eligible public postsecondary institutions a specified amount for tuition and instructional materials for dual enrollment taken by private school and home education program students in the fall and spring term, and by all students in the summer term, subject to appropriation in the General Appropriations Act.
  o Providing a full-time equivalent (FTE) student membership bonus in the Florida Education Finance Program (FEFP) for students who complete general education core

45 See 1011.62, F.S. Accelerated mechanisms include, but are not limited to, dual enrollment and early admission, advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Section 1007.27(1), F.S.
46 Section 1011.62(1)(n), F.S.
47 Section 1011.62(1)(l), F.S.
48 Section 1011.62(1)(m), F.S.
49 Section 1011.62(1)(l)-(n), F.S.
courses or an associate degree through dual enrollment, and requiring school districts to allocate half of such funds to support academic guidance and postsecondary readiness.

- Establishes a requirement for the Commissioner of Education (commissioner) to report to the Governor and Legislature regarding the status of dual enrollment programs for public and private school and home education program students.

**Dual Enrollment**

The bill modifies s. 1007.271, F.S., regarding dual enrollment student eligibility, notification requirements, articulation agreements, and costs. Such changes may increase dual enrollment opportunities for students through programmatic and financial supports and provide additional information to parents and students about dual enrollment benefits and responsibilities.

The bill modifies student eligibility for and access to dual enrollment. Specifically, the bill:

- Clarifies that a student eligible for dual enrollment includes a student enrolled in a home education program specified in law.
- Specifies that the individual student exceptions to the required high school grade point average (GPA) in current law are only for career certificate dual enrollment.
- Authorizes an exception to the required GPA for college credit dual enrollment for students who achieve higher scores than the established minimum on the common placement test adopted by the State Board of Education (SBE). Such exception must be specified in the articulation agreement.
- Removes the authorization for an FCS institution to establish additional dual enrollment eligibility criteria, to specify that a postsecondary institution may not establish additional initial student academic eligibility requirements.
- Specifies that a district school board or FCS institution may not deny a student who has met the state eligibility requirements from participating in dual enrollment unless the institution documents that it does not have the capacity to accommodate all eligible students seeking to participate in the dual enrollment program. If the institution documents that it does not have the capacity to accommodate all eligible students, participation must be based on a first-come, first-served basis.
- Specifies that a home education student must meet the same minimum score requirement on a common placement test required of other dually enrolled students.

The bill expands the notification requirement to parents to include legal guardians, and requires that students and their parents or legal guardians be informed that dual enrollment course grades are included in the student’s college GPA, become a part of the student’s permanent academic record, and may affect the student’s future financial aid eligibility. The bill also specifies that a school may not enroll a student in a dual enrollment course without an acknowledgment form on file, which must be signed by both the student and the student’s parent or legal guardian.

The bill extends the deadline for annual reporting of articulation agreements to the DOE from August 1, to October 1, which may provide additional time for agreements to be negotiated and approved by the school district and postsecondary governing boards.

The bill modifies provisions relating to the cost of dual enrollment to students and to postsecondary institutions. Specifically, the bill:
• Specifies that instructional materials used in dual enrollment courses are free to students at private schools and home education programs.\(^{50}\)

• Specifies that the private school of a student’s enrollment is exempt from the payment of tuition and fees to the postsecondary institution.

• Establishes the Dual Enrollment Scholarship Program as an additional funding source.

**Dual Enrollment Scholarship Program**

The bill creates s. 1009.31, F.S., to establish the Dual Enrollment Scholarship Program (program) within the DOE to support postsecondary institutions in providing dual enrollment to Florida secondary school and home education program students.

The bill requires the program to:

• Beginning in the 2020 fall term, reimburse eligible public postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms.

• Beginning in the 2021 summer term, reimburse eligible public institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer terms.

The specific reimbursement amounts are as follows:

• FCS institutions are reimbursed at the in-state resident tuition rate established in law.\(^{51}\)

• State Universities and independent postsecondary institutions are reimbursed at the standard tuition rate established in law.\(^{52}\)

• Workforce education instruction leading to a career certificate or an applied technology diploma are reimbursed at a standard tuition rate established in law.\(^{53}\)

• Institutions are reimbursed for instructional materials costs based on a rate as specified in the GAA.

The bill specifies that reimbursement for dual enrollment courses taken by private and home-educated students is contingent upon an appropriation in the GAA each year. If the statewide reimbursement amount is greater than the appropriation, the institutional reimbursement amounts must be prorated among the institutions that have reported eligible students to the DOE by the established deadlines.

Each participating institution must report to the DOE specified information about the student; postsecondary institution, course, and credits, and:

• Annually, by March 15, its eligible secondary students from private schools or home education programs who were enrolled during the previous fall or spring terms. For dual enrollment courses taken during the fall and spring terms, the DOE must reimburse institutions by April 15 of the same year.

\(^{50}\) Section 27, ch. 2018-6, L.O.F., included a provision removing from the home education articulation agreement a provision that such students must be responsible for their own instructional materials.

\(^{51}\) The standard in-state tuition rate at an FCS institution is $71.98 per credit hour. Section 1009.23(3)(a), F.S.

\(^{52}\) The standard in-state tuition rate at state universities is $105.07 per credit hour. Section 1009.24(4)(a), F.S.

\(^{53}\) The standard in-state tuition rate workforce programs is $2.33 per clock hour. Section 1009.22(3)(c), F.S.
• Annually, by July 15, its eligible public school, private school, or home education program students who were enrolled during the summer terms. For dual enrollment courses taken during the summer terms, the DOE must reimburse institutions by August 15 of the same year, before the beginning of the next academic year.

The bill authorizes the SBE to adopt rules to implement these provisions.

**Early College Program**

The bill modifies s. 1007.273, F.S., and changes the name of the collegiate high school program to the early college program. In addition, the bill:

• Changes the purpose of the program to remove specified grade levels and credit thresholds to specify that an early college program means a structured high school acceleration program in which a cohort of students is enrolled full-time in postsecondary courses toward an associate degree.

• Requires that early college program prioritize courses applicable as general education core courses\(^{54}\) for an associate degree or a baccalaureate degree, and specifies that the early college program contract between a district school board and the local FCS institution, which includes a delineation of dual enrollment courses available, must include general education core courses.\(^{55}\)

• Requires the student performance contract for the early college program to include a provision describing the applicability of dual enrollment courses in the program to an associate degree or a baccalaureate degree.

• Specifies that a charter school may execute a contract directly with the local FCS institution or another postsecondary institution to establish an early college program at a mutually agreed upon location.

Additionally, the bill includes conforming provisions to change the name of the collegiate high school program to the early college program related to K-12 student and parent rights and educational choice,\(^{56}\) and requirements for a standards high school diploma for students with a disability.\(^{57}\)

The modifications to the early college program may increase access to such programs by students in charter schools, and may assist students in choosing dual enrollment courses that will satisfy associate and baccalaureate degree requirements at public postsecondary institutions.

\(^{54}\) s. 1007.25 and Rule 6A-14.0303, F.A.C.

\(^{55}\) General education core course options consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. Beginning with students initially entering an FCS institution or state university in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. The general education core course options must be adopted in rule by the SBE and in regulation by the Board of Governors. Section 1007.25(3), F.S. See also Rule 6A-10.0303 and Board of Governors Regulation 8.005.

\(^{56}\) Section 1002.20(6)(a), F.S.

\(^{57}\) Section 1003.4282(10)(c)2., F.S.
Reporting Requirement

The bill modifies ss. 1007.271 and 1007.273, F.S., to establish reporting requirements relating to the dual enrollment and early college programs. By November 30, 2021, and annually thereafter, the commissioner must report to the Governor, President of the Senate, and the Speaker of the House of Representatives the status of dual enrollment and early college programs, including, at a minimum, a summary of student enrollment and completion at public and private postsecondary institutions.

FEFP Incentive for Dual Enrollment

The bill adds new provisions for funding students enrolled in dual enrollment courses and early college programs similar to FTE student membership incentives for successful completion of AP, IB, and AICE examinations. Specifically, for the 2020-2021 school year and thereafter, the bill:

- Provides bonus FTE funding to public school districts for any student who completes a general education core course through dual enrollment with an earned grade of “C” or better.
  - Students enrolled in an early college program generate a 0.16 FTE student membership bonus.
  - Students not enrolled in an early college program generate a 0.08 FTE student membership bonus.
- Provides bonus FTE funding for each associate degree earned through the dual enrollment program with 3.0 GPA or better. Students earning an associate degree with the required GPA generate a 0.3 FTE student membership bonus. Courses taken prior to 2020-2021 may be included in the associate degree. In the 2018-2019 academic year, 2,107 students earned an associate degree through dual enrollment prior to high school graduation.
- Specifies that bonus funding will be added to the total FTE student membership in basic programs for grades 9-12 in the subsequent fiscal year and requires school districts to allocate at least 50 percent of the bonus funds to the schools that generated the funds to support academic guidance and postsecondary readiness.

Adding performance funding incentives for students taking dual enrollment courses may incentivize public schools to increase the number of students enrolled in dual enrollment courses in both dual enrollment and early college programs.

The bill takes effect on July 1, 2020.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

  None.

58 Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Jan. 8, 2020) (on file with the Senate Committee on Education).
B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

The financial supports for the dual enrollment and early college programs may increase opportunities for Florida secondary students to take college-credit courses that will count toward an associate or baccalaureate degree while still in high school, which may reduce costs for students and families.

C. Government Sector Impact:

For the 2020-2021 fiscal year, the estimated costs are as follows:

- The Dual Enrollment Scholarship Program is estimated to cost $28.5 million. The estimate is based on tuition and instructional materials costs for the estimated number of private school and home education program students participating in dual enrollment in the fall and spring terms, and all dual enrollment students in the summer term.

- The dual enrollment FTE bonus funding within the Florida Education Finance Program (FEFP) is estimated to be $61.3 million. This estimate is based on the weighted value for the number of students participating in dual enrollment and early college programs who complete courses with a “C” or better or graduate with an associate degree.

VI. Technical Deficiencies:

None.
VII. **Related Issues:**

None.

VIII. **Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 1002.20, 1003.4282, 1003.436, 1007.271, 1007.273, 1011.62, and 1011.68.

This bill creates section 1009.31 of the Florida Statutes.

The bill re-creates section 1011.68 of the Florida Statutes.

IX. **Additional Information:**

A. **Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

**Recommended CS by Appropriations Subcommittee on Education on February 18, 2020:**

The committee substitute makes the following changes to the bill:

- Specifies that only public postsecondary institutions are eligible to be reimbursed through the dual enrollment scholarship.
- Allows institutions to be reimbursed for dual enrollment related to workforce instruction leading to a career certificate or an applied technology diploma.

B. **Amendments:**

None.

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This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
Appropriations Subcommittee on Education (Stargel) recommended the following:

Senate Amendment

Delete lines 658 - 798 and insert:

programs. As used in this section, the term “early college program” means a structured high school acceleration program in which a cohort of students is taking postsecondary courses full time toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25 for an associate degree or a baccalaureate
degree.

(2) At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications pursuant to s. 1008.44 and to successfully complete 30 credit hours through the dual enrollment program under s. 1007.271 toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.

(2)(3) Each district school board and its local Florida College System institution shall execute a contract to establish one or more early college collegiate high school programs at a mutually agreed upon location or locations. Beginning with the 2015-2016 school year, If the Florida College System institution does not establish an early college program with a district school board in its designated service area, another Florida College System institution may execute a contract with that district school board to establish the early college program. The contract must be executed by January 1 of each school year for implementation of the program during the next school year. The contract must:

(a) Identify the grade levels to be included in the early college program collegiate high school program which must, at a minimum, include grade 12.

(b) Describe the early college collegiate high school program, including the delineation of courses that must, at a minimum, include general education core courses pursuant to s. 1007.25; and industry certifications offered, including online course availability; the high school and college credits earned
for each postsecondary course completed and industry
certification earned; student eligibility criteria; and the
enrollment process and relevant deadlines.

(c) Describe the methods, medium, and process by which
students and their parents or legal guardians are annually
informed about the availability of the early college collegiate
high school program, the return on investment associated with
participation in the early college program, and the information
described in paragraphs (a) and (b).

(d) Identify the delivery methods for instruction and the
instructors for all courses.

(e) Identify student advising services and progress
monitoring mechanisms.

(f) Establish a program review and reporting mechanism
regarding student performance outcomes.

(g) Describe the terms of funding arrangements to implement
the early college collegiate high school program pursuant to
subsection (5).

(3)(4) Each student participating in an early college collegiate
high school program must enter into a student
performance contract which must be signed by the student, the
parent or legal guardian, and a representative of the school
district and the applicable Florida College System institution
partner, state university, or other eligible postsecondary
institution partner participating pursuant to subsection (4)
(5). The performance contract must, at a minimum, specify
include the schedule of courses, by semester, and industry
certifications to be taken by the student, if any; student
attendance requirements; and course grade requirements; and the
applicability of such courses to an associate degree or a baccalaureate degree.

(4) In addition to executing a contract with the local Florida College System institution under this section, a district school board may execute a contract to establish an early college collegiate high school program with a state university or an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Such university or institution must meet the requirements specified under subsections (2) (3) and (3) (4). A charter school may execute a contract directly with the local Florida College System institution or another institution as authorized under this section to establish an early college program at a mutually agreed upon location.

(5) The early college collegiate high school program shall be funded pursuant to ss. 1007.271 and 1011.62. The State Board of Education shall enforce compliance with this section by withholding the transfer of funds for the school districts and the Florida College System institutions in accordance with s. 1008.32.

(6) By November 30, 2021, and annually thereafter, the commissioner must report the status of early college programs, including, at a minimum, a summary of student enrollment in public and private postsecondary institutions and completion information to the Governor, the President of the Senate, and
the Speaker of the House of Representatives.

Section 3. Section 1009.31, Florida Statutes, is created to read:

1009.31 Dual Enrollment Scholarship Program.—

(1) The Legislature finds and declares that dual enrollment is an integral part of the education system in this state and should be available for all eligible secondary students without cost to the student. There is established the Dual Enrollment Scholarship Program to support public postsecondary institutions in providing dual enrollment.

(2) The department shall administer the Dual Enrollment Scholarship Program in accordance with rules of the State Board of Education.

(3)(a) Beginning in the 2020 fall term, the program shall reimburse eligible public postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms.

(b) Beginning in the 2021 summer term, the program shall reimburse eligible public institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer terms.

(4) A student participating in a dual enrollment program must meet the minimum eligibility requirements specified in s. 1007.271 in order for the institution to receive a reimbursement.

(5) Annually, by March 15, each participating public institution must report to the department its eligible secondary
students from private schools or home education programs who were enrolled during the previous fall or spring terms.

Annually, by July 15, each participating public institution must report to the department its eligible public school, private school, or home education program students who were enrolled during the summer terms. For each dual enrollment course in which the student is enrolled, the report must include a unique student identifier, the postsecondary institution name, the postsecondary course number, the postsecondary course name, and the number of postsecondary course credits earned by the student.

(6)(a) Florida College System institutions shall be reimbursed for college credit instruction at the in-state resident tuition rate established in s. 1009.23(3)(a).

(b) State universities shall be reimbursed at the standard tuition rate established in s. 1009.24(4)(a).

(c) Workforce education instruction leading to a career certificate or an applied technology diploma shall be reimbursed at the standard tuition rate established in s. 1009.22(3)(c).

(d) Institutions shall be reimbursed for instructional materials costs based on a rate as specified in the General Appropriations Act.
A bill to be entitled An act relating to dual enrollment; amending s. 1007.271, F.S.; clarifying that secondary students eligible for dual enrollment programs include students who are enrolled in home education programs; providing for exceptions to grade point average requirements relating to student eligibility; requiring that exceptions to required grade point averages be specified in the dual enrollment articulation agreement; prohibiting postsecondary institutions from establishing additional initial student academic eligibility requirements; prohibiting district school boards and Florida College System institutions from denying students who have met eligibility requirements from participating in dual enrollment except under specified circumstances; revising the date by which career centers are required to annually complete and submit specified agreements to the Department of Education; requiring district school boards to inform secondary students and their parents or legal guardians of specified information; prohibiting schools from enrolling students in dual enrollment courses under certain circumstances; revising the date by which eligible postsecondary institutions are required to annually complete and submit home education articulation agreements to the department; revising requirements for home education students enrolled in dual enrollment courses; conforming a provision to changes made by the act; requiring that instructional materials assigned for use within dual enrollment courses be made available to dual enrollment students from public schools, private schools, and home education programs free of charge; revising the date by which certain postsecondary institutions are required to annually complete and submit to the department a dual enrollment articulation agreement; revising requirements for the articulation agreement; revising provisions relating to funding for dual enrollment; providing that certain independent colleges and universities are eligible for inclusion in the dual enrollment and early admission programs; revising the date by which certain district school boards and Florida College System institutions are required to annually complete and submit a dual enrollment articulation agreement to the department; revising the date by which certain postsecondary institutions are required to annually complete and submit a private school articulation agreement to the department; revising requirements for such agreements; conforming provisions to changes made by the act; requiring the Commissioner of Education to annually report the status of dual enrollment programs to the Governor and the Legislature by a specified date; requiring the State Board of Education to adopt rules; amending s. 1007.273, F.S.; changing the term "collegiate high school program" to "early college program"; defining the term "early college program"; requiring early college programs to prioritize certain
courses; deleting requirements relating to collegiate
high school programs; revising provisions relating to
contracts executed between district school boards and
their local Florida College System institutions to
establish early college programs; revising provisions
relating to student performance contracts for students
participating in early college programs; authorizing
charter schools to execute contracts to establish an
early college program with specified institutions;
requiring the commissioner to annually report the
status of early college programs to the Governor and
the Legislature by a specified date; creating s.
1009.31, F.S.; providing legislative findings;
establishing the Dual Enrollment Scholarship Program;
providing for the administration of the program;
providing for the reimbursement of tuition and costs
to eligible postsecondary institutions; requiring
students participating in dual enrollment programs to
meet minimum eligibility requirements in order for
institutions to receive reimbursements; requiring
participating institutions to annually report
specified information to the department by certain
dates; providing a reimbursement schedule for tuition
and instructional materials costs; requiring the
department to reimburse institutions by specified
dates; providing that reimbursement for dual
enrollment courses is contingent upon appropriations;
providing for the prorating of reimbursements under
certain circumstances; requiring the State Board of
Education to adopt rules; amending s. 1011.62, F.S.;
revising provisions relating to the calculation of
full-time equivalent student membership with respect
to dual enrollment instruction for purposes of
allocating funds for the operation of schools;
amending ss. 1002.20 and 1003.4282, F.S.; conforming
provisions to changes made by the act; amending s.
1003.436, F.S.; conforming a cross-reference;
reenacting s. 1011.68(1)(d), F.S., relating to funds
for student transportation, to incorporate the
amendments made to s. 1011.62, F.S.; providing an
effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1007.271, Florida Statutes, is amended
to read:

(1) The dual enrollment program is the enrollment of an
eligible secondary student or home education student in a
postsecondary course creditable toward high school completion
and a career certificate or an associate or baccalaureate
degree. A student who is enrolled in postsecondary instruction
that is not creditable toward a high school diploma may not be
classified as a dual enrollment student.

(2) For the purpose of this section, an eligible secondary
student is a student who is enrolled in any of grades 6 through
12 in a Florida public school or in a Florida private school
that is in compliance with s. 1002.42(2) and provides a
secondary curriculum pursuant to s. 1003.4282, or who is
enrolled in a home education program pursuant to s. 1002.41.
Students who are eligible for dual enrollment pursuant to this
section may enroll in dual enrollment courses conducted during
school hours, after school hours, and during the summer term.
However, if the student is projected to graduate from high
school before the scheduled completion date of a postsecondary
course, the student may not register for that course through
dual enrollment. The student may apply to the postsecondary
inclusion in the program.
institution and pay the required registration, tuition, and fees
if the student meets the postsecondary institution’s admissions
requirements under s. 1007.263. Instructional time for dual
enrollment may vary from 900 hours; however, the full-time
equivalent student membership value shall be subject to the
provisions in s. 1011.61(4). A student enrolled as a dual
enrollment student is exempt from the payment of registration,
tuition, and laboratory fees. Applied academics for adult
education instruction, developmental education, and other forms
of precollegiate instruction, as well as physical education
courses that focus on the physical execution of a skill rather
than the intellectual attributes of the activity, are ineligible
for inclusion in the dual enrollment program. Recreation and
leisure studies courses shall be evaluated individually in the
same manner as physical education courses for potential
inclusion in the program.
(3) Student eligibility requirements For initial enrollment
in college credit dual enrollment courses, a student must
achieve a 3.0 unweighted high school grade point average
and the minimum score on a common placement test adopted by the
State Board of Education which indicates that the student is
ready for college-level coursework. Student eligibility
requirements For continued enrollment in college credit dual
enrollment courses, a student must maintain a minimum must
include the maintenance of a 3.0 unweighted high school grade
point average and the minimum postsecondary grade point average
established by the postsecondary institution. Regardless of
meeting student eligibility requirements for continued
enrollment, a student may lose the opportunity to participate in
a dual enrollment course if the student is disruptive to the
learning process such that the progress of other students or the
efficient administration of the course is hindered. Student
eligibility requirements for initial and continued enrollment in
career certificate dual enrollment courses must include a 2.0
unweighted high school grade point average. An exception
Exceptions to the required grade point average for career
certificate dual enrollment averages may be granted on an
individual student basis. An exception to the required grade
point average for college credit dual enrollment may be granted
for students who achieve higher scores than the established
minimum on the common placement test adopted by the State Board
of Education. Any exception to the required grade point average
must be specified in of the educational entities agree and the
terms of the agreement are contained within the dual enrollment
articulation agreement established pursuant to subsection (21).
A postsecondary institution Florida College System Institution
boards of trustees may not establish additional initial student
academic eligibility requirements, which shall be included in
the dual enrollment articulation agreement, to ensure student
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reading for postsecondary instruction. Additional requirements
included in the agreement may not arbitrarily prohibit students
who have demonstrated the ability to master advanced courses
from participating in dual enrollment courses or limit the
number of dual enrollment courses in which a student may enroll
based solely upon enrollment by the student at an independent
postsecondary institution.

(4) District school boards may not refuse to enter into a
dual enrollment articulation agreement with a local Florida
College System institution if that Florida College System
institute has the capacity to offer dual enrollment courses.

(5) A district school board or Florida College System
institute may not deny a student who has met the state
eligibility requirements from participating in dual enrollment
unless the institution documents that it does not have the
capacity to accommodate all eligible students seeking to
participate in the dual enrollment program. If the institution
documents that it does not have the capacity to accommodate all
eligible students, participation must be based on a first-come,
first-served basis.

(a) Each faculty member providing instruction in
college credit dual enrollment courses must:

1. Meet the qualifications required by the entity
accrediting the postsecondary institution offering the course.
The qualifications apply to all faculty members regardless of
the location of instruction. The postsecondary institution
offering the course must require compliance with these
qualifications.

2. Provide the institution offering the dual enrollment
course a copy of his or her postsecondary transcript.

3. Provide a copy of the current syllabus for each course
taught to the discipline chair or department chair of the
postsecondary institution before the start of each term. The
content of each syllabus must meet the same standards required
for all college-level courses offered by that postsecondary
institution.

4. Adhere to the professional rules, guidelines, and
expectations stated in the postsecondary institution’s faculty
or adjunct faculty handbook. Any exceptions must be included in
the dual enrollment articulation agreement.

(b) Each president, or designee, of a postsecondary
institution offering a college credit dual enrollment course
must:

1. Provide a copy of the institution’s current faculty or
adjunct faculty handbook to all faculty members teaching a dual
enrollment course.

2. Provide to all faculty members teaching a dual
enrollment course a copy of the institution’s current student
teaching, which may include, but is not limited to, information
on registration policies, the student code of conduct, grading
policies, and critical dates.

3. Designate an individual or individuals to observe all
faculty members teaching a dual enrollment course, regardless of
the location of instruction.

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CODING: Words are deletions; words are additions.
4. Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members.

5. Provide course plans and objectives to all faculty members teaching a dual enrollment course.

The following curriculum standards apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.

(b) Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

(c) Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all nondual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution’s grading guidelines before the faculty member begins teaching the course.

(d) Dual enrollment courses taught on a high school campus may not be combined with any noncollege credit high school course.

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center established under s. 1001.44 shall enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the Department of Education by October 1. The agreement must:

(a) Identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program.

(b) Delineate the high school credit earned for the completion of each career dual enrollment course.

(c) Identify any college credit articulation agreements associated with each clock hour program.

(d) Describe how students and their parents or legal guardians are informed of the requirements for earning dual enrollment credits.
postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

(10) The Commissioner of Education shall appoint faculty committees representing public school, Florida College System institution, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. 1003.4282 and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to this section that are necessary to meet high school graduation requirements. Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Commissioner of Education shall recommend to the State Board of Education those postsecondary courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their course numbers, and all high schools shall accept these postsecondary education courses toward meeting the requirements of s. 1003.4282.

(11) Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant
1. The dual enrollment program for a home education student, including, but not limited to, students with disabilities, consists of the enrollment of an eligible home education secondary student in a postsecondary course creditable toward an associate degree, a career certificate, or a baccalaureate degree. To participate in the dual enrollment program, an eligible home education secondary student must:

(a) Provide proof of enrollment in a home education program pursuant to s. 1002.41.

(b) Be responsible for his or her own transportation unless provided for in the articulation agreement.

3. Sign a home education articulation agreement pursuant to paragraph (b).

(b) Each public postsecondary institution eligible to participate in the dual enrollment program pursuant to s. 1011.62(1)(i) must enter into a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student’s parent or legal guardian. By October 1 of each year, the eligible postsecondary institution shall complete and submit the home education articulation agreement to the Department of Education.

The home education articulation agreement must include, at a minimum:

1. A delineation of courses and programs available to dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time by the postsecondary institution. Any course or program limitations may not exceed the limitations for other dually enrolled students.

2. The initial and continued eligibility requirements for home education student participation, not to exceed those required of other dually enrolled students. A home education student must meet the same minimum score requirement on a common placement test which is required of other dually enrolled students. A high school grade point average may not be required for home education students who meet the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework; however, home education student eligibility requirements for continued enrollment in dual enrollment courses must include the maintenance of the minimum postsecondary grade requirements for continued enrollment in dual enrollment courses must include the maintenance of the minimum postsecondary grade requirements for continued enrollment in dual enrollment courses.
3. The student’s responsibilities for providing his or her
own transportation.

4. A copy of the statement on transfer guarantees developed
by the Department of Education under subsection (15).

(14) The Department of Education shall approve any course
for inclusion in the dual enrollment program that is contained
within the statewide course numbering system. However,
developmental education and physical education and other courses
that focus on the physical execution of a skill rather than the
intellectual attributes of the activity, may not be so approved
but must be evaluated individually for potential inclusion in
the dual enrollment program. This subsection may not be
construed to mean that an independent postsecondary institution
eligible for inclusion in a dual enrollment or early admission
program pursuant to subsection (23) __s. 1011.62__ must participate
in the statewide course numbering system developed pursuant to
s. 1007.24 to participate in a dual enrollment program.

(15) The Department of Education shall develop a statement
on transfer guarantees to inform students and their parents or
legal guardians, prior to enrollment in a dual enrollment
course, of the potential for the dual enrollment course to
articulate as an elective or a general education course into a
postsecondary education certificate or degree program. The
statement shall be provided to each district school
superintendent, who shall include the statement in the
information provided to all secondary students and their parents
or legal guardians as required pursuant to this subsection. The
statement may also include additional information, including,
but not limited to, dual enrollment options, guarantees,
privileges, and responsibilities.

(16) Students who meet the eligibility requirements of this
section and who choose to participate in dual enrollment
programs are exempt from the payment of registration, tuition,
and laboratory fees.

(17) Instructional materials assigned for use within dual
enrollment courses shall be made available to dual enrollment
students from Florida public high schools, private schools, and
home education programs free of charge. This subsection does not
prohibit a Florida College System institution from providing
instructional materials at no cost to a home education student
or student from a private school. Instructional materials
purchased by a district school board or Florida College System
institutions board of trustees on behalf of dual enrollment
students shall be the property of the board against which the
purchase is charged.

(18) School districts and Florida College System
institutions must weigh dual enrollment courses the same as
advanced placement, International Baccalaureate, and Advanced
International Certificate of Education courses when grade point
averages are calculated. Alternative grade calculation systems,
alternative grade weighting systems, and information regarding
student education options that discriminate against dual
enrollment courses are prohibited.

(19) The Commissioner of Education may approve dual
enrollment agreements for limited course offerings that have
statewide appeal. Such programs shall be limited to a single
site with multiple county participation.

(20) A postsecondary institution shall assign letter grades to each student enrolled in a dual enrollment course. The letter grade assigned by the postsecondary institution shall be posted to the student’s high school transcript by the school district.

(21) Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before October 1. The agreement must include, but is not limited to:

(a) A ratification or modification of all existing articulation agreements.

(b) A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.

(c) A delineation of courses and programs available to students eligible to participate in dual enrollment.

(d) A description of the process by which students and their parents exercise options to participate in the dual enrollment program.

(e) The agreed upon common placement test scores and
1. School districts shall pay public postsecondary institutions the in-state resident standard tuition rate per credit hour from funds provided in the Florida Education Finance Program when dual enrollment course instruction takes place on the postsecondary institution’s campus and the course is taken during the fall or spring term. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution’s proportion of salary and benefits to provide the instruction. When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution. A postsecondary institution may enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution. A school district may not deny a student access to dual enrollment unless the student is ineligible to participate in the program subject to provisions specifically outlined in this section.

2. Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a private school or home education student at the postsecondary institution during the fall and spring terms, pursuant to s. 1009.31.

3. Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term, pursuant to s. 1009.31.

(o) Any institutional responsibilities pursuant to s. 1009.31.

(22) The Department of Education shall develop an electronic submission system for dual enrollment articulation agreements and shall review, for compliance, each dual enrollment articulation agreement submitted pursuant to subsections (13), (21), and (24). The Commissioner of Education shall notify the district school superintendent and the Florida College System institution president if the dual enrollment articulation agreement does not comply with statutory requirements and shall submit any dual enrollment articulation agreement with unresolved issues of noncompliance to the State Board of Education.

(23) District school boards and Florida College System institutions may enter into additional dual enrollment articulation agreements with state universities for the purposes of this section. School districts may also enter into dual enrollment articulation agreements with eligible independent colleges and universities pursuant to s. 1011.62(1)(d). An independent college or university that is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. By October 1 of each year, the district school board and the Florida College System institution shall complete and submit the dual enrollment articulation agreement with the state university.
The private school articulation agreement must include, at a minimum:
1. A delineation of courses and programs available to the private school student. The postsecondary institution may add, revise, or delete courses and programs at any time.
2. The initial and continued eligibility requirements for private school student participation, not to exceed those required of other dual enrollment students.
3. The student’s responsibilities for providing his or her own instructional materials and transportation.
4. A provision clarifying that the private school will award appropriate credit toward high school completion for the postsecondary course under the dual enrollment program.
5. A provision expressing that the private school of enrollment is exempt from the payment of costs associated with tuition and fees, including registration, and laboratory fees, will not be passed along to the student.

(25) For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities. The Department of Education shall provide to the center the Internet website link to dual enrollment articulation agreements specific to students with disabilities. The center shall include in the information that it is responsible for disseminating to students with disabilities and their parents or legal guardians pursuant to s.
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1004.6495; dual enrollment articulation agreements and opportunities for meaningful campus experience through dual enrollment.

(26) By November 30, 2021, and annually thereafter, the commissioner must report to the Governor, the President of the Senate, and the Speaker of the House of Representatives the status of dual enrollment programs, including, at a minimum, a summary of student enrollment and completion for public school, private school, and home education program students at public and private postsecondary institutions.

(27) The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation.

Section 2. Section 1007.273, Florida Statutes, is amended to read:

1007.273 Early college collegiate high school program.—

(1) Each Florida College System institution shall work with each district school board in its designated service area to establish one or more early college collegiate high school programs. As used in this section, the term “early college program” means a structured high school acceleration program in which a cohort of students is enrolled full-time in postsecondary courses toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25 for an associate degree or a baccalaureate degree.

(2) At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications pursuant to s. 1008.44 and to successfully complete 30 credit hours through the dual enrollment program under s. 1007.271 toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.

(27.1) Each district school board and its local Florida College System institution shall execute a contract to establish one or more early college collegiate high school programs at a mutually agreed upon location or locations. Beginning with the 2015-2016 school year, If the Florida College System institution does not establish an early college program with a district school board in its designated service area, another Florida College System institution may execute a contract with that district school board to establish the early college program. The contract must be executed by January 1 of each school year for implementation of the program during the next school year.

The contract must:

(a) Identify the grade levels to be included in the early college program collegiate high school program which must, at a minimum, include grade 12.

(b) Describe the early college collegiate high school program, including the delineation of courses that must, at a minimum, include general education core courses pursuant to s. 1007.25; and industry certifications offered, including online course availability; the high school and college credits earned for each postsecondary course completed and industry certification earned; student eligibility criteria; and the enrollment process and relevant deadlines.

(c) Describe the methods, medium, and process by which
3. Section 1009.31, Florida Statutes, is created to read:

1009.31 Dual Enrollment Scholarship Program.—

4. Each student participating in an early college collegiate high school program must enter into a student performance contract, which must be signed by the student, the parent or legal guardian, and a representative of the school district and the applicable Florida College System institution partner, state university, or other eligible postsecondary institution partner participating pursuant to subsection (4). The performance contract must, at a minimum, specify the schedule of courses, by semester, and industry certifications to be taken by the student, if any; student attendance requirements; and course grade requirements; and the applicability of such courses to an associate degree or a baccalaureate degree.

5. In addition to executing a contract with the local Florida College System institution under this section, a district school board may execute a contract to establish an early college collegiate high school program with a state university or an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Such university or institution must meet the requirements specified under subsections (2) and (3). A charter school may execute a contract directly with the local Florida College System institution or another institution as authorized under this section to establish an early college program at a mutually agreed upon location.

6. By November 30, 2021, and annually thereafter, the commissioner must report the status of early college programs, including, at a minimum, a summary of student enrollment in public and private postsecondary institutions and completion information to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Section 3. Section 1009.31, Florida Statutes, is created to read:

1009.31 Dual Enrollment Scholarship Program.—
(1) The Legislature finds and declares that dual enrollment is an integral part of the education system in this state and should be available for all eligible secondary students without cost to the student. There is established the Dual Enrollment Scholarship Program to support postsecondary institutions in providing dual enrollment.

(2) The department shall administer the Dual Enrollment Scholarship Program in accordance with rules of the State Board of Education.

(3)(a) Beginning in the 2020 fall term, the program shall reimburse eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms.

(b) Beginning in the 2021 summer term, the program shall reimburse institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer terms.

(4) A student participating in a dual enrollment program must meet the minimum eligibility requirements specified in s. 1007.271 in order for the institution to receive a reimbursement.

(5) Annually, by March 15, each participating institution must report to the department its eligible secondary students from private schools or home education programs who were enrolled during the previous fall or spring term. Annually, by July 15, each participating institution must report to the department its eligible public school, private school, or home education program students who were enrolled during the summer terms.

(6)(a) Florida College System institutions shall be reimbursed at the in-state resident tuition rate established in s. 1009.23(3)(a).

(b) State University System institutions and independent postsecondary institutions shall be reimbursed at the standard tuition rate established in s. 1009.24(4)(a).

(c) Institutions shall be reimbursed for instructional materials costs based on a rate as specified in the General Appropriations Act.

(7) For dual enrollment courses taken during the fall and spring terms, the department must reimburse institutions by April 15 of the same year. For dual enrollment courses taken during the summer terms, the department must reimburse institutions by August 15 of the same year, before the beginning of the next academic year.

(8) Reimbursement for dual enrollment courses is contingent upon an appropriation in the General Appropriations Act each year. If the statewide reimbursement amount is greater than the appropriation, the institutional reimbursement amounts specified in subsection (6) shall be prorated among the institutions that have reported eligible students to the department by the deadlines specified in subsection (5).

(9) The State Board of Education shall adopt rules to...
implement this section.

Section 4. Paragraph (i) of subsection (1) of section 1011.62, Florida Statutes, is amended to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(i) Calculation of full-time equivalent membership with respect to dual enrollment instruction.—

1. Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System institution or university.

2. Students enrolled in college credit mathematics or English level examination required pursuant to s. 1007.32 and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degree as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program.

Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

2. For students enrolled in an early college program pursuant to s. 1007.273, a value of 0.16 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of "C" or higher. For students who are not enrolled in an early college program, a value of...
Parents of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(6) EDUCATIONAL CHOICE.—

(a) Public educational school choices.—Parents of public school students may seek any public educational school choice options that are applicable and available to students throughout the state. These options may include controlled open enrollment, single-gender programs, lab schools, virtual instruction programs, charter schools, charter technical career centers, magnet schools, alternative schools, special programs, auditory-oral education programs, advanced placement, dual enrollment, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), CAPE digital tools, CAPE industry certifications, early college collegiate high school programs, Advanced International Certificate of Education, early admissions, credit by examination or demonstration of competency, the New World School of the Arts, the Florida School for the Deaf and the Blind, and the Florida Virtual School.

These options may also include the public educational choice options of the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program.

Section 6. Paragraph (c) of subsection (10) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(10) STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability.
A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and

2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, an early college or collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or preapprenticeship program.

The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this subsection, including rules that establish the minimum requirements for students described in this subsection to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

Section 7. Paragraph (a) of subsection (1) of section 1003.436, Florida Statutes, is amended to read:

1. (c) Definition of "credit."—

2. (1) For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271 that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21) and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(10).

Section 8. For the purpose of incorporating the amendment made by this act to section 1011.62, Florida Statutes, in a reference thereto, paragraph (d) of subsection (1) of section 1011.68, Florida Statutes, is reenacted to read:

"(d) Funds for student transportation.—The annual allocation to each district for transportation to public school programs, including charter schools as provided in s. 1002.33(17)(b), of students in membership in kindergarten through grade 12 and in migrant and exceptional student programs below kindergarten shall be determined as follows:

1. Subject to the rules of the State Board of Education, each district shall determine the membership of students who are transported:

2. (d) By reason of being career, dual enrollment, or students with disabilities transported from one school center to another to participate in an instructional program or service; or students with disabilities, transported from one designation to another in the state, provided one designation is a school center and provided the student’s individual educational plan..."
(IEP) identifies the need for the instructional program or service and transportation to be provided by the school district. A “school center” is defined as a public school center, Florida College System institution, state university, or other facility rented, leased, or owned and operated by the school district or another public agency. A “dual enrollment student” is defined as a public school student in membership in both a public secondary school program and a Florida College System institution or a state university program under a written agreement to partially fulfill ss. 1003.435 and 1007.23 and earning full-time equivalent membership under s. 1011.62(1)(i).

Section 9. This act shall take effect July 1, 2020.
Topic: Dual Enrollment  
Name: Wayne Bertsch (BIRCH)  
Job Title: Gov Relations  
Address: 7227 Land O Lakes Blvd  
City: Land O Lakes, FL 34637  
Phone: 850 251 8335  
Email: wbertsch@pasco.k12.fl.us  
Speaking: [X] In Support  
Representing: Pasco County Schools  
Waive Speaking: [X] No  
Appearing at request of Chair: [X] No  
Lobbyist registered with Legislature: [X] Yes  

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: 2/18/2020

Bill Number (if applicable): 53/246

Amendment Barcode (if applicable):

Topic: Dual Enrollment

Name: Dr. Howard Burns

Job Title: Exec. Director

Address: P.O. Box 10009

City: Tallahassee

State: FL

Zip: 32309

Phone: 850-545-6451

Email: drhowb@bellsouth.net

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

(The Chair will read this information into the record.)

Representing: Howard Assn. of Christian Colleges & Schools

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
THE FLORIDA SENATE

APPEARANCE RECORD

(Declare BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/18/2020

Meeting Date

SB 1246

Bill Number (if applicable)

Topic SB 1246 - Dual Enrollment

Name Bethany Swonson

Job Title Deputy Chief of Staff

Address 325 W. Gaines Street

Street

Tallahassee FL 32399

City State Zip

Phone

Email

Speaking: □ For □ Against □ Information

Waive Speaking: ☑ In Support □ Against
(The Chair will read the information into the record.)

Representing Florida Department of Education

Appearing at request of Chair: □ Yes ☑ No

Lobbyist registered with Legislature: ☑ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

Meeting Date 2/18/2000

Bill Number (if applicable) SB 1246

Topic Dual Enrollment

Name James Herzog

Job Title Associate Director for Education

Address 201 West Park Ave
Tallahassee, FL 32301

Phone (850) 205-6823
Email jherzog@flaccb.org

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [X] In Support [ ] Against
(The Chair will read this information into the record.)

Representing Florida Conference of Catholic Bishops

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

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This form is part of the public record for this meeting. S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

18 Feb 2020

Bill Number (if applicable)

1246

Amendment Barcode (if applicable)

Topic

Dual Enrollment

Name

James Mosteller

Job Title

Advocacy Associate

Address

215 S. Monroe Street

Street

Tallahassee

City

FL

State

32301

Zip

Phone

850-727-3712

Email

JamesM@excelined.org

Speaking:

✔ For  □ Against  □ Information

Waive Speaking:

✔ In Support  □ Against

(The Chair will read this information into the record.)

Representing

Foundation for Florida's Future

Appearing at request of Chair:

□ Yes  ✔ No

Lobbyist registered with Legislature:

✔ Yes  □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
Meeting Date: 2-18-20

Bill Number (if applicable): SB 1246

Amendment Barcode (if applicable): 471838

Topic: Dual Enrollment

Name: Brenda Dickinson

Job Title: Consulting/Lobbyist

Address: 1427 Pine St

City: Tallahassee

State: 

Phone: 850-264-2184

Email: ConsultingBrenda@gmail.com

Speaking: □ For □ Against □ Information

Waive Speaking: X In Support □ Against

(The Chair will read this information into the record.)

Representing: Florida Council of Independent School

Appearing at request of Chair: □ Yes X No

Lobbyist registered with Legislature: X Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT
(This document is based on the provisions contained in the legislation as of the latest date listed below.)
Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: PCS/CS/SB 1628 (231978)

INTRODUCER: Appropriations Subcommittee on Education; Education Committee; and Senators Book, Hooper, Rader, and others

SUBJECT: Holocaust Education

DATE: February 20, 2020

Please see Section IX. for Additional Information:
COMMITTEE SUBSTITUTE - Substantial Changes

1. Summary:

PCS/CS/SB 1628 expands the required instruction associated with the history of the Holocaust. Specifically, the bill:

- Adds the policy against anti-Semitism to the required instruction on the history of the Holocaust.
- Requires each school district to annually certify and provide evidence to the Department of Education (DOE) that instructional requirements on the history of the Holocaust are met.
- Authorizes the DOE to use the State of Florida Resource Manuals on Holocaust Education or develop, as deemed appropriate, alternative or additional grade-appropriate curricula, training for instructional personnel, and classroom resources.
- Designates the second week in November as Holocaust Education Week.
- Requires the Commissioner of Education’s Task Force on Holocaust Education to annually rank each school district on the efficacy of their Holocaust curriculum and instruction.

The bill does not have an impact on state revenues or expenditures. However, DOE may incur minimal costs associated with preparing grade-appropriate curricula, training and resources. In addition, the DOE may incur minimal costs associated with verifying that each district has met the requirements of the bill. Such costs can be absorbed by the DOE within existing resources.

The bill takes effect July 1, 2020.
II. Present Situation: Required Instruction in Florida

Florida law specifies required standards and instruction for public school students. Instructional staff of public schools, subject to the rules of the State Board of Education and the district school board, are required by law to teach prescribed courses of study, including the following historical subject matter:

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present.
- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

The History of the Holocaust

Florida Law was amended in 1994 to require instruction on the history of the Holocaust. Florida school districts must report to the Commissioner of Education (commissioner), annually by July 1, details on the specific courses delivered for each grade level, as well as the materials and resources used, to deliver instruction for all required instruction, including the history of the Holocaust.

The social studies standards for grades 9-12 World History and American History include standards on teaching about the Holocaust. These standards require students to be able to:

---

1 Section 1003.42(2), F.S.
3 Rule 6A-1.094124, F.A.C.
• Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, nineteenth century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.6

• Analyze the impact of the Holocaust during World War II on Jews as well as other groups.7

Commissioner’s Task Force on Holocaust Education

The commissioner created the Commissioner’s Task Force on Holocaust Education (task force) in 1994 with the core mission of promoting Holocaust education in Florida. The task force serves as an advisory group to the commissioner and coordinates Holocaust education activities in Florida school districts throughout the state on the commissioner’s behalf.

The task force continues to pursue efforts to help teachers, school administrators, and other educators identify effective instructional strategies and materials for integrating Holocaust education in classrooms kindergarten through grade 12, 8 including State of Florida Resource Manuals on Holocaust Education.

Discrimination Policy

The Florida Educational Equity Act prohibits discrimination against students and employees in the Florida K-20 public education system on the basis of criteria including race, ethnicity, national origin, and religion.9 Public K-20 educational institutions in Florida are required by law to treat discrimination by students or employees or resulting from institutional policies motivated by anti-Semitic intent in an identical manner to discrimination motivated by race.10

Examples of anti-Semitism include:11

• Calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion.

• Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.

• Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews.

• Accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust.

• Accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations.

6 CPALMS, supra note 4.
7 Another related standard requires students to be able to describe the attempts to promote international justice through the Nuremberg Trials. CPALMS, supra note 5.
8 See Florida Department of Education, supra note 2.
9 Section 1000.05(1)-(2), F.S.
10 “Anti-Semitism” is defined as including a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestation of anti-Semitism directed toward a person, his or her property, or toward Jewish community institutions or religious facilities. Section 1000.05(7), F.S.
11 Section 1000.05(7)(a), F.S.
Examples of anti-Semitism related to Israel include:

- Demonizing Israel by using the symbols and images associated with classic anti-Semitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions.
- Applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel.
- Delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist.

III. **Effect of Proposed Changes:**

The bill expands the required instruction associated with the history of the Holocaust. Specifically, the bill:

- Adds the policy against anti-Semitism to the required instruction on the history of the Holocaust.
- Requires each school district to annually certify and provide evidence to the DOE that instructional requirements on the history of the Holocaust are met.
- Authorizes the DOE to use the State of Florida Resource Manuals on Holocaust Education or develop, as deemed appropriate, alternative or additional grade-appropriate curricula.
- Designates the second week in November as Holocaust Education Week.
- Requires the Commissioner of Education’s Task Force on Holocaust Education to annually rank each school district on the efficacy of their Holocaust curriculum and instruction.

In addition, the bill removes charter schools from the requirement to annually certify and provide evidence to the DOE, in a manner prescribed by the DOE, that the requirements on teaching and providing evidence of teaching the history of the Holocaust are met.

The requirements of the bill may assist school districts in providing required instruction on the history of the Holocaust and improve the quality of such instruction statewide.

The bill takes effect July 1, 2020.

IV. **Constitutional Issues:**

A. **Municipality/County Mandates Restrictions:**

   None.

B. **Public Records/Open Meetings Issues:**

   None.

C. **Trust Funds Restrictions:**

   None.

---

12 Section 1000.05(7)(b), F.S.
D. State Tax or Fee Increases:
None.

E. Other Constitutional Issues:
None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:
None.

B. Private Sector Impact:
None.

C. Government Sector Impact:

The DOE may incur minimal costs associated developing grade-appropriate curricula, training, and resources. In addition, the DOE may incur minimal costs associated with verifying that each district has met the requirements of the bill. However, such costs can be absorbed by the DOE within existing resources.\textsuperscript{13}

VI. Technical Deficiencies:
None.

VII. Related Issues:
None.

VIII. Statutes Affected:

This bill substantially amends section 1003.42 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

Recommended CS by Appropriation Subcommittee on Education on February 18, 2020:
The committee substitute makes the following changes to the bill:
• Replaces the requirement that the Department of Education (DOE) prepare and offer curriculum standards and the authorization for the DOE to work with the Florida

\textsuperscript{13} Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (February 12, 2020) (on file with the Appropriations Subcommittee on Education).
Holocaust Museum and other state or nationally recognized Holocaust educational organizations with options to:
  o Use the State of Florida Resource Manuals on Holocaust Education or develop such alternative or additional curricula as deemed appropriate by the DOE; and
  o Work with the Commissioner of Education’s Task Force on Holocaust Education to develop grade-appropriate curricula, training for instructional personnel, and classroom resources for the required instruction on the history of the Holocaust.

• Removes the requirement for charter schools to annually certify and provide evidence to the DOE, in a manner prescribed by the DOE, that the requirements on instruction in the history of the Holocaust are met.
• Designates the second week in November as Holocaust Education Week.
• Requires the Commissioner of Education’s Task Force on Holocaust Education to annually rank each school district on their efficacy of their Holocaust curriculum and instruction.

CS by Education on February 10, 2020:
The committee substitute amends the required instruction associated with the history of the Holocaust to:
  • Include the policy against anti-Semitism described in s. 1000.05(7).
  • Require each school district and charter school to annually certify and provide evidence to the Department of Education (DOE), in a manner prescribed by the DOE, that the requirements of instruction on the history of the Holocaust are met.
  • Require the DOE to prepare and offer curriculum standards for instruction on the history of the Holocaust.
  • Authorize the DOE to work with state or nationally recognized Holocaust educational organizations in addition to the Florida Holocaust Museum to develop:
    o Grade-appropriate curricula;
    o Training for instructional personnel; and
    o Classroom resources for required instruction on the history of the Holocaust.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
Appropriations Subcommittee on Education (Book) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 38 - 44

and insert:

- department may use the State of Florida Resource Manuals on Holocaust Education or may develop such alternative or additional curricula as deemed appropriate by the department.
- The department may work with the Commissioner of Education’s Task Force on Holocaust Education to develop grade-appropriate curricula, training for instructional personnel, and classroom
resources for the instruction required by this paragraph. The second week in November shall be designated as Holocaust Education Week, in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust. Any school district superintendent found to not be in compliance with Holocaust education requirements shall be subject to a salary reduction of $10,000.

And the title is amended as follows:

Delete line 10

and insert:

instruction; designating the second week in November as Holocaust Education Week; providing for a salary reduction for school superintendents not in compliance with Holocaust education requirements; providing an effective date.
Appropriations Subcommittee on Education (Book) recommended the following:

<table>
<thead>
<tr>
<th>Senate Amendment to Amendment (535804) (with title amendment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delete lines 15 - 17 and insert: that led to the Holocaust. The Commissioner of Education’s Task Force on Holocaust Education shall rank yearly all school districts based on the efficacy of their Holocaust curriculum and instruction. The rankings shall be published yearly by the Department of Education and made available to the public.</td>
</tr>
</tbody>
</table>
And the title is amended as follows:

Delete lines 24 - 26 and insert:

as Holocaust Education Week; requiring the Department of Education to rank school districts based on the efficacy of their Holocaust curriculum and instruction; requiring the department to publish those rankings; providing an
Appropriations Subcommittee on Education (Book) recommended the following:

Senate Amendment (with title amendment)

Delete line 35
and insert:
district must annually certify and provide

And the title is amended as follows:
Delete line 5
and insert:
providing school district and
By the Committee on Education; and Senators Book, Hooper, Rader, Berman, and Cruz

A bill to be entitled
An act relating to Holocaust education; amending s. 1003.42, F.S.; including the study of a specified policy against anti-Semitism in specified instruction; providing school district, charter school, and Department of Education requirements relating to such instruction; authorizing the department to work with certain Holocaust educational organizations for specified purposes relating to the required instruction; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (g) of subsection (2) of section 1003.42, Florida Statutes, is amended to read:

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy against anti-Semitism, as described in s. 1000.05(7). Each school district and charter school must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer curriculum standards for the instruction required by this paragraph and may work with the Florida Holocaust Museum and other state or nationally recognized Holocaust educational organizations to develop grade-appropriate curricula, training for instructional personnel, and classroom resources for the instruction required by this paragraph.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. A character development program that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraphs (s) and (t).

Section 2. This act shall take effect July 1, 2020.
Yes the department is able to absorb the cost.

From: Underhill, Brian [mailto:Brian.Underhill@LASPBS.STATE.FL.US]
Sent: Wednesday, February 12, 2020 3:54 PM
To: Moya, Elizabeth
Subject: SB 1628

Elizabeth,

Could you please review and let me know if the DOE is able to absorb the cost to establish curriculum standards within existing resources.
February 10, 2020

Chair Kelli Stargel  
Appropriations Subcommittee on Education  
201 The Capitol  
404 S. Monroe Street  
Tallahassee, FL 32399-1100

Chair Stargel:

I respectfully request that SB 1628—Holocaust Education be placed on the agenda for the next Appropriations Subcommittee on Education meeting, if received by the Committee.

Should you have any questions or concerns, please feel free to contact my office or me. Thank you in advance for your consideration.

Thank you,

[Signature]

Senator Lauren Book  
Senate District 32

Cc: Tim Elwell, Staff Director  
    JoAnne Bennett, Administrative Assistant
THE FLORIDA SENATE

APPEARANCE RECORD

2-18-20
Meeting Date

Holocaust Education
Topic

Chris Doolin
Name

Consultant
Job Title

1118 B Thomasville Rd.
Address

Tallahassee, Fla. 32303
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City
State
Zip

850-508-5492
Phone

cdoolin@onetallah.com
Email

Speaking: ☑️ Against ☐ Information

Representing Small School Districts Council Conservation

Waive Speaking: ☐ In Support ☑️ Against
(The Chair will read this information into the record.)

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

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THE FLORIDA SENATE
APPEARANCE RECORD
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Meeting Date 2-14-20

Bill Number (if applicable) 1628

Amendment Barcode (if applicable) 535804

Topic Amendment # 535804

Name Elizabeth Gelman

Job Title Executive Director

Address 55 S 5th St

Phone 727-820-1000

City St. Pete

Email egelman@flsm.org

State FL

Zip 33701

Speaking: □ For X Against □ Information

Waive Speaking: □ In Support □ Against
(The Chair will read this information into the record.)

Representing The Florida Holocaust Museum

Appearing at request of Chair: □ Yes X No

Lobbyist registered with Legislature: □ Yes X No

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APPEARANCE RECORD

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Meeting Date 2-14-20

Bill Number (if applicable) 1628

Amendment Barcode (if applicable) 535904

Topic Amendment #535904

Name Mark Anderson

Job Title Lobbyist

Address 110 S Monroe St

Phone 813-205-0656

Email MarkOConsultAnderson.com

State Tallahassee FL 32301

Zip

Speaking: [X] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against
(The Chair will read this information into the record.)

Representing The Florida Holocaust Museum

Appearing at request of Chair: [X] No [ ] Yes

Lobbyist registered with Legislature: [X] Yes [ ] No

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APPENDANCE RECORD

Meeting Date 2-18-20

Bill Number (if applicable) 1628

Amendment Barcode (if applicable)

Topic

Name Greg Pound

Job Title

Address 9166 Sunrise

Street

City Largo

State FL

Zip 33773

Phone

Email

Speaking: ☐ For  ☐ Against  ☐ Information

Waive Speaking: ☐ In Support  ☐ Against
(The Chair will read this information into the record.)

Representing Saving Families

Appearing at request of Chair: ☐ Yes  ☐ No

Lobbyist registered with Legislature: ☐ Yes  ☐ No

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THE FLORIDA SENATE
APPEARANCE RECORD
(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 2/18/20

Bill Number (if applicable) 1678

Amendment Barcode (if applicable)

Topic Holocaust

Name Rev Dr Russell Meyer

Job Title Exec Dir

Address 3030 W Cypress St

Phone 813-435-5335

City Tampa Fl

State Zip 33607

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☐ In Support ☐ Against
(The Chair will read this information into the record.)

Representing FL Council of Churches

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☐ Yes ☑ No

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This form is part of the public record for this meeting.
02-18-2020
Meeting Date

Topic: Holocaust Education

Name: Amy Datz

Job Title: Retired Environmental Scientist

Address:
Street: Tallahassee
City: 
State: 
Zip: 

Phone: (850) 322-7589
Email: Amalitzdatz0@mac.com

Speaking: [ ] For [ ] Against [ ] Information

Representing: [ ] Self

WAIVE: [ ] In Support [ ] Against
(The Chair will read this information into the record.)

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE

APPEARANCE RECORD

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Meeting Date: 2/18

Bill Number (if applicable): SB1628

Amendment Barcode (if applicable):

Topic: Holocaust Education

Name: Barbara Goldstein

Job Title: Chair Holocaust Education Task Force

Address: Department of Education

Street: Tallahassee

City: Tallahassee

State: FL

Zip: 32399

Phone: 850-443-9649

Email: 

Speaking: [ ] For [ ] Against [X] Information

Waive Speaking: [ ] In Support [ ] Against

(The Chair will read this information into the record.)

Representing: Holocaust Education Task Force

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [ ] Yes [X] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/18/2020

Meeting Date

SB 1628

Bill Number (if applicable)

Topic SB 1628 - Holocaust Education

Name Bethany Swonson

Job Title Deputy Chief of Staff

Address 325 W. Gaines Street

Street

Tallahassee FL 32399

City State Zip

Phone

Email

Speaking: □ For □ Against □ Information

Waive Speaking: ✔ In Support □ Against
(The Chair will read this information into the record.)

Representing Florida Department of Education

Appearing at request of Chair: □ Yes ✔ No

Lobbyist registered with Legislature: ✔ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
I. Summary:

CS/SB 1750 modifies the requirement that a student complete one credit in fine or performing arts, speech and debate, or an identified practical arts course as a part of the 24 credits required to earn a standard high school diploma. The bill replaces the option to complete one credit in practical arts with the option to complete one credit in career and technical education identified in the Course Code Directory.

The bill does not have an impact on state revenues or expenditures. However, the Department of Education may incur minimal costs associated with modifying their process to include additional career and technical education courses that may be used to meet the high school graduation requirement.

The bill takes effect on July 1, 2020.

II. Present Situation:

High School Graduation Requirements

Florida students entering grade nine may choose from one of five options to earn a standard diploma:

- Twenty-four credit program.¹

¹ Section 1003.4282(1), F.S.
• Eighteen credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option.²
• Career and Technical Education (CTE) Pathway.³
• International Baccalaureate (IB) curriculum.⁴
• Advanced International Certificate of Education (AICE) curriculum.⁵

Students who earn a standard high school diploma under the 24-credit and ACCEL options must earn one credit in fine or performing arts, speech and debate, or practical arts. There are currently 343 secondary and postsecondary career and technical education courses that have been approved to meet the practical arts high school graduation requirement for the 2019-2020 school year.⁶

24-Credit Requirement to Earn a Standard High School Diploma

To graduate with a standard high school diploma under the 24-credit option, a student must complete:⁷
• Four credits in English Language Arts (ELA) I, II, III, and IV.
• Four credits in mathematics, including one each in Algebra I and Geometry. Industry certifications earned by students may substitute for up to two mathematics credits, except for Algebra I and Geometry.
• Three credits in science, including one credit in Biology I and two credits in equally rigorous courses.⁸ Industry certifications earned by students may substitute for one science credit, except for Biology I.
• Three credits in social studies, including one credit in United States History, one credit in World History, one-half credit in economics; and one-half credit in United States Government.
• One credit in fine or performing arts, speech and debate, or practical arts. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory (CCD).⁹
• One credit in physical education, which must include the integration of health.
• Eight credits in electives.

² Section 1002.3105, F.S.
³ Section 1003.4282(11), F.S.
⁴ Section 1003.4282(1), F.S.
⁵ Id.
⁷ Section 1003.4282(3), F.S. In addition, a student who earns credit upon completion of an apprenticeship or preapprenticeship program registered with the Department of Education may use such credit to satisfy the practical arts high school graduation credit requirement. The SBE must approve and identify in the Course Code Directory the apprenticeship and preapprenticeship programs that may be used. Section 1003.4282(8)(a)3., F.S.
⁸ Two of the three required science credits must have a laboratory component. Section 1003.4282(3)(c), F.S.
⁹ Section 1003.4282(3)(e), F.S. The Course Code Directory (CCD) lists all public pre-K-12 and postsecondary career and technical education courses available for use by school districts. Programs and courses funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The CCD maintains course listings for administration and service assignments, K-12 education, exceptional student education, career and technical education, and adult education. Rule 6A-1.09441, F.A.C.
18-Credit Requirement to Earn a Standard High School Diploma

Students may also earn a standard high school diploma after completing a specified 18 credits under the ACCEL option, which provides an academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.¹⁰

Under the ACCEL option, students must meet most of the credit requirements under the 24-credit option, but are required to complete fewer elective credits (i.e., three credits in electives instead of the required eight credits under the 24-credit standard high school diploma pathway) and are not required to earn one credit in physical education.¹¹

Career and Technical Education

Career and technical education refers to organized educational activities that:¹²

• Offer a sequence of courses that provide:
  o Individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and at the secondary level are aligned with state academic standards.
  o Technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree.
• Include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.
• To the extent practicable, coordinates between secondary and postsecondary education programs through programs of study, articulation agreements, early college high school programs, or dual or concurrent enrollment program opportunities.
• May include career exploration at the high school level or as early as the middle grades.

The CTE section of the CCD lists secondary and postsecondary courses in the 17 career clusters¹³ as well as courses that provide internship, on-the-job training, employability skills, and

¹⁰ Section 1002.3105(5), F.S.
¹¹ Section 1002.3105(5), F.S. An adult student enrolled in an adult general education program specified in s. 1004.93, F.S., must be awarded a standard high school diploma if the student meets the specified requirements for the 24-credit pathway or the ACCEL option, except that: (1) one elective credit may be substituted for the one credit requirement in fine or performing arts, speech and debate, or practical arts; (2) the requirement that two of the science credits include a laboratory component may be waived by the district school board; and (3) the one credit in physical education may be substituted with an elective credit. Section 1003.4282(6)(b), F.S.
¹³ CTE programs are aligned to a career cluster and detailed in curriculum frameworks. The 17 career clusters are: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Business, Management & Administration; Education & Training; Energy; Engineering & Technology Education; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Marketing; Sales & Service; and Transportation, Distribution & Logistics. Florida Department of Education, 2019-20 CTE Curriculum Frameworks, http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2019-20-frameworks (last visited Jan. 4, 2020).
preapprenticeship opportunities. Participation in career education courses engages students in their high school education, increases academic achievement, enhances employability, and increases postsecondary success.

Florida law requires the Department of Education to develop, for approval by the State Board of Education (SBE), career education courses or a series of courses that satisfy general high school credit requirements. Students taking these courses can earn credit in both the career education course and the course required for a standard high school diploma. The SBE has approved career education courses that satisfy credit requirements for practical arts, economics, and science.

III. Effect of Proposed Changes:

The bill modifies s. 1003.4282, F.S., which currently requires that a student complete one credit in fine or performing arts, speech and debate, or an identified practical arts course as a part of the 24 credits required to earn a standard high school diploma. The bill replaces the option to complete one credit in practical arts with the option to complete one credit in career and technical education (CTE). The bill specifies that eligible CTE courses are identified in the Course Code Directory (CCD). This modification will also apply to students who earn a standard high school diploma under the Academically Challenging Curriculum to Enhance Learning (ACCEL) option.

The bill may remove the requirement that the Department of Education identify practical arts courses that meet specified requirements. In addition, because there are currently more than 2,600 secondary and postsecondary CTE courses in the CCD, students may have additional CTE opportunities to complete the specified high school graduation requirement.

The bill modifies high school graduation requirements under the 24-credit and ACCEL options that will apply to all students; not limited to students entering high school in grade 9 in the 2020-2021 school year. However, all currently-identified practical arts courses are also listed in the CCD as CTE courses, so students who have completed a practical arts course should have also completed the new CTE option.

The bill takes effect on July 1, 2020.

---

15 Section 1003.4282(8)(a), F.S.
16 Section 1003.4282(8), F.S.
17 Section 1003.4282(8)(a), F.S.
IV. Constitutional Issues:
   A. Municipality/County Mandates Restrictions:
      None.
   B. Public Records/Open Meetings Issues:
      None.
   C. Trust Funds Restrictions:
      None.
   D. State Tax or Fee Increases:
      None.
   E. Other Constitutional Issues:
      None.

V. Fiscal Impact Statement:
   A. Tax/Fee Issues:
      None.
   B. Private Sector Impact:
      None.
   C. Government Sector Impact:
      The bill does not have an impact on state revenues or expenditures. However, the Department of Education may incur minimal costs associated with modifying their process to include the additional career and technical education courses that may be used to meet the high school graduation requirement.

VI. Technical Deficiencies:
    Section 1003.4282(6)(b), F.S., authorizes specified exceptions to the 24-credit standard high school diploma requirements for an adult student in an adult general education program. Such exceptions include the option for one elective credit to be substituted for the one-credit requirement in fine or performing arts, speech and debate, or practical arts. This requirement should be modified to conform the language to the requirement in the bill.

VII. Related Issues:
    None.
VIII. Statutes Affected:

This bill substantially amends section 1003.4282 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:
   (Summarizing differences between the Committee Substitute and the prior version of the bill.)

   CS by Education on February 10, 2020:
   The committee substitute corrects a formatting error, and indicates that career and technical education (CTE) courses eligible to satisfy the specified one-credit graduation requirement are identified in the Course Code Directory.

B. Amendments:

   None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
A bill to be entitled
An act relating to high school graduation
requirements; amending s. 1003.4282, F.S.; revising
the credit requirements to earn a standard high school
diploma to include career and technical education
rather than practical arts; specifying that eligible
courses are identified in the Course Code Directory;
providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (e) of subsection (3) of section
1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—
(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
REQUIREMENTS.—
(e) One credit in fine or performing arts, speech and
debate, or career and technical education (CTE) practical arts.—
The practical arts course must incorporate artistic content and
techniques of creativity, interpretation, and imagination.
Eligible CTE practical arts courses are identified in the Course
Code Directory.

Section 2. This act shall take effect July 1, 2020.
Topic: Graduation Requirements
Name: Nancy Stewart
Address: 1400 Village Square Blvd, Ste 3-156
Tallahassee, FL 32312
Phone: 850-385-7805
Email: nancy.stewart@email.com
Speaking: [ ] For [ ] Against [ ] Information
Waive Speaking: [X] In Support [ ] Against
Representing: Manufacturers Association of Florida
Appearing at request of Chair: [ ] Yes [X] No
Lobbyist registered with Legislature: [X] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/18/20

Meeting Date

Topic  High School Graduation Requirements

Name  Marsan Carr

Job Title  Executive Director

Address  9210 SW 68th Dr.

Street  

Lake Butler, FL

City  State  Zip

Phone

Email  factexec@facte.org

Speaking:  □ For  □ Against  □ Information

Waive Speaking:  ☑ In Support  □ Against
(The Chair will read this information into the record.)

Representing  Florida Association for Career and Technical Education

Appearing at request of Chair:  □ Yes  ☑ No  Lobbyist registered with Legislature:  ☑ Yes  □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
2/18/20

Meeting Date

Topic High School Graduation Requirements

Name Jodi Tillman

Job Title Director

Address 3233 S. Bryon Butler Parkway
          Perry, FL

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☑ In Support ☐ Against
(The Chair will read this information into the record.)

Representing Big Bend Technical College, Taylor County Schools

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☐ Yes ☑ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE

APPEARANCE RECORD

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2/18/20

Meeting Date

1750

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic High School Graduation Requirements

Name Dr. Danny Glover

Job Title Superintendent of Schools

Address 318 N. Clark St.
Street Perry, FL
City State Zip

Phone 850-838-2500

Email

Speaking: □ For □ Against □ Information

Waive Speaking: ✓ In Support □ Against
(The Chair will read this information into the record.)

Representing Taylor County Schools

Appearing at request of Chair: □ Yes ✓ No

Lobbyist registered with Legislature: □ Yes ✓ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)
2-18-20
Meeting Date

CS/1SB1750
Bill Number (if applicable)

Topic High School Graduation Requirement

Name Jane Wellman

Job Title Teacher

Address 16036 Creek Haven Dr.
          Fountain, FL 32347
Street City State Zip

Phone 850-814-9615

Email janegann32438@outlook.com

Speaking: □ For □ Against □ Information
Waive Speaking: X In Support □ Against
(The Chair will read this information into the record.)

Representing Self

Appearing at request of Chair: □ Yes X No
Lobbyist registered with Legislature: □ Yes □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

2/18/2020  SB 1750
Meeting Date  Bill Number (if applicable)

Topic

Name Mike Kemp

Job Title Teacher

Address 8010 Grove Ct
          Labelle, FL 33935
          Street  City  State  Zip

Phone 239-850-5168  Email DUGSDEN@YAHOO.COM

Speaking:  For  Against  Information
Waive Speaking: ✗ In Support  Against
(The Chair will read this information into the record.)

Representing Self

Appearing at request of Chair:  Yes  No  Lobbyist registered with Legislature:  Yes  ✗ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

Meeting Date 2/18/2020

Bill Number (if applicable) 05/SB 1750

Amendment Barcode (if applicable)

Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting.

Topic Education

Name Kim Skelton

Job Title Teacher

Address 9095 Airway Dr #131

City Pensacola

State FL

Zip 32533

Phone 850-716-5365

Email Kimberij92@gmail.com

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [x] In Support [ ] Against

(The Chair will read this information into the record.)

Representing [ ] Public Education teachers [ ] Self

Appearing at request of Chair: [ ] Yes [x] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

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S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: 2/15/2020

Bill Number (if applicable): CS/SB 150

Amendment Barcode (if applicable)

Topic: Education

Name: Melissa Mapp Francisco

Job Title: CTE Teacher

Address: 548 NW

Phone: 904-887-2982

Email: OA1971@icloud.com

City: Lake City

State: FL

Zip: 32055

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

(The Chair will read this information into the record.)

Representing: SELF - Melissa

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

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S-001 (10/14/14)
The Florida Senate

Appearance Record

Meeting Date: 2/18/2020

Bill Number (if applicable): cs/sb 1750

Topic: Education (Public)

Name: Mary Rivera

Job Title: Teacher

Address: 14715 NE 112th Ct.
Fort McKay, FL 32134

Phone: 352-789-2996

Email: sing4glory2@gmail.com

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [X] In Support [ ] Against
(The Chair will read this information into the record.)

Representing: Public School Educators

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

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S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

Topic Education

Name Kimberly Garman

Job Title Public School PreK Teacher

Address Po Box 698

City Cantonment FL 32533

Phone 850 324 5969

Email kag284@gmail.com

Speaking: ☐ For ☐ Against ☐ Information Waive Speaking: ☑ In Support ☐ Against
(The Chair will read this information into the record.)

Representing Self

Appearing at request of Chair: ☐ Yes ☑ No Lobbyist registered with Legislature: ☐ Yes ☑ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

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Meeting Date

2/18/20

Bill Number (if applicable)

CS/SB 1750

Amendment Barcode (if applicable)

Topic

Education

Name

Sheila Watson

Job Title

PreK Teacher

Address

8800 SW Sundown Creek

Street

Greenville

City

State

FL

Zip

32331

Phone

850-869-0415

Email

Sheilalyn7@yahoo.com

Speaking:  [ ] For  [ ] Against  [ ] Information

Waive Speaking:  [✓] In Support  [ ] Against

(The Chair will read this information into the record.)

Representing

myself

Appearing at request of Chair:  [ ] Yes  [✓] No

Lobbyist registered with Legislature:  [ ] Yes  [✓] No

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This form is part of the public record for this meeting.
Meeting Date: 2/18/20

Topic

Name: Ryan Caudill

Job Title: Educator - Physical Ed.

Address: 5063 Wildgoose Circle
LaBelle, FL 33935

Phone: 863 234 9990

Email: recaudill @ gmail.com

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [x] In Support [ ] Against
(The Chair will read this information into the record.)

Representing: myself

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

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THE FLORIDA SENATE

APPEARANCE RECORD

Meeting Date
2-18-2020

Bill Number (if applicable)
CS/SB 1750

Amendment Barcode (if applicable)

Topic
Education

Name
Hannah Ard

Job Title
Teacher

Address
965 Timber Ridge Drive
Pensacola, FL 32504

Phone
850-712-4381

Email
hpaulus@yahoo.com

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☒ In Support ☐ Against
(The Chair will read this information into the record.)

Representing
Self

Appearing at request of Chair: ☐ Yes ☒ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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S-001 (10/14/14)
THE FLORIDA SENATE
APPEARANCE RECORD

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Meeting Date 2/18/20
Bill Number (if applicable) SB 1750

Amendment Barcode (if applicable)

Topic High School Grad reg.

Name ROBERT MOOR

Job Title Public School Educator

Address 1352 Monroe St

City Fort Myers Fl 33902

Phone (641) 529-7314

Email

Speaking: □ For □ Against □ Information

Representing Myself

Waive Speaking: □ In Support □ Against
(The Chair will read this information into the record.)

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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S-001 (10/14/14)
### The Florida Senate
#### APPEARANCE RECORD

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<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>2/18/20</th>
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<tbody>
<tr>
<td>Bill Number (if applicable)</td>
<td>1750</td>
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<td>Amendment Barcode (if applicable)</td>
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<tr>
<th>Topic</th>
<th>Graduation Requirements</th>
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<tbody>
<tr>
<td>Name</td>
<td>Dr. Danielle Thomas</td>
</tr>
<tr>
<td>Job Title</td>
<td>Legislation Chair</td>
</tr>
<tr>
<td>Address</td>
<td>1247 Orlando Central Pkwy</td>
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<tr>
<td>Street</td>
<td>Orlando</td>
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<td>City</td>
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<tr>
<td>Phone</td>
<td>407 855 7604</td>
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<tr>
<td>Email</td>
<td><a href="mailto:legislationn@floridaph.org">legislationn@floridaph.org</a></td>
</tr>
</tbody>
</table>

**Speaking:**
- [ ] For
- [ ] Against
- [ ] Information

**Representing:**
Florida PTA

**Waive Speaking:**
- [x] In Support
- [ ] Against

(The Chair will read this information into the record.)

**Appearing at request of Chair:**
- [ ] Yes
- [x] No

**Lobbyist registered with Legislature:**
- [ ] Yes
- [x] No

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THE FLORIDA SENATE
APPEARANCE RECORD

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Meeting Date 2/18/2020

Bill Number (if applicable) SB 1750

Amendment Barcode (if applicable)

Topic

Name Michael Brown

Job Title Teacher Athletic Director

Address 9423 141 Dr

City Live Oak

State FL

Zip 32062

Phone 850-210-2709

Email Michael.Brown@k12.fl.us

Speaking: [ ] For [ ] Against [X] Information

Waive Speaking: [ ] In Support [ ] Against
(The Chair will read this information into the record.)

Representing [ ] Self

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

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This form is part of the public record for this meeting.

S-001 (10/14/14)
CourtSmart Tag Report

Room: KN 412  
Case No.:  
Caption: Senate Appropriations Subcommittee on Education  

Started: 2/18/2020 1:37:40 PM  
Ends: 2/18/2020 2:27:46 PM  
Length: 00:50:07

1:37:47 PM Sen. Stargel (Chair)
1:38:28 PM S 1100, Florida Seal of Fine Arts Program
1:38:35 PM Sen. Rouson
1:39:16 PM Appearances: Dr. Danielle Thomas, Legislation Chair, Florida PTA (waives in support)
1:39:26 PM Sen. Rouson
1:39:50 PM S 1100 (reported favorably)
1:39:51 PM Sen. Rouson
1:39:59 PM S 1628, Holocaust Education
1:40:06 PM Sen. Book
1:41:09 PM Am. 535804
1:41:16 PM Sen. Book
1:42:55 PM Am. 309232
1:42:56 PM Sen. Book
1:43:46 PM Sen. Montford
1:45:24 PM Sen. Book
1:46:05 PM Sen. Montford
1:47:10 PM Sen. Book
1:47:51 PM Sen. Baxley
1:48:21 PM Sen. Stargel
1:48:34 PM Chris Doolin, Consultant, Small School Districts Council Consortium (speaks in opposition to amendment)
1:50:07 PM Sen. Stargel
1:50:20 PM Sen. Book
1:50:52 PM Am. 309232 (adopted)
1:50:54 PM Am. 535804 (cont.)
1:51:05 PM Sen. Book
1:51:58 PM Elizabeth Gelman, Executive Director, Florida Holocaust Museum (speaks in opposition to the amendment)
1:54:12 PM Mark Andersen, Lobbyist, Florida Holocaust Museum (speaks in opposition to the amendment)
1:57:07 PM Sen. Book
1:57:28 PM M. Andersen
1:57:37 PM Sen. Book
1:57:59 PM M. Andersen
1:58:51 PM Sen. Baxley
1:59:26 PM Sen. Book
2:00:48 PM Am. 535804 (adopted)
2:00:58 PM Am. 446244
2:01:09 PM Sen. Book
2:01:30 PM Sen. Montford
2:02:10 PM Sen. Book
2:02:31 PM Sen. Montford
2:02:41 PM Sen. Book
2:03:00 PM Am. 446244 (adopted)
2:03:02 PM S 1628 (cont.)
2:03:24 PM Appearances: Greg Pound, Saving Families, (information only)
2:04:37 PM Rev. Dr. Russell Meyer, Florida Council of Churches (speaks in support of the bill)
2:05:15 PM Amy Datz, Retired Environmental Scientist (waives in support of the bill)
2:05:30 PM Barbara Goldstein, Chair, Holocaust Education Task Force (speaks in support of the bill)
2:06:41 PM Bethany Swonson, Deputy Chief of Staff, Florida Department of Education (speaks in support of the bill)
2:07:31 PM Sen. Montford
2:08:36 PM Sen. Stargel
2:09:05 PM Sen. Book
2:10:14 PM S 1628 (reported favorably)
2:10:21 PM S 1750, High School Graduation Requirements
2:10:27 PM Sen. Montford
2:11:08 PM Appearances: Nancy Steward, Manufacturer’s Association of Florida (waives in support of the bill)
2:11:20 PM Marsan Carr, Executive Director, Florida Association for Career and Technical Education (waives in support of the bill)
2:11:25 PM Jodi Tilman, Director, Big Bend Technical College, Taylor County Schools (waives in support of the bill)
2:11:41 PM Jane Wellman, Teacher (waives in support of the bill)
2:11:49 PM Mike Kemp, Teacher (waives in support of the bill)
2:11:55 PM Ken Skelton, Teacher, Public Education Teachers (waives in support of the bill)
2:12:00 PM Melissa Mapp Francisco, CTE Teacher, (waives in support of the bill)
2:12:06 PM Mary Rivera, Teacher, Public School Educators (waives in support of the bill)
2:12:10 PM Kimberly Garman, Public School Pre-K Teacher (waives in support of the bill)
2:12:13 PM Sheila Watson, Pre-K Teacher, (waives in support of the bill)
2:12:17 PM Ryan Caudill, Physical Education Educator (waives in support of the bill)
2:12:20 PM Hannah Ard, Teacher (waives in support of the bill)
2:12:22 PM Robert Moor, Public School Educator (waives in support of the bill)
2:12:26 PM Dr. Danielle Thomas, Legislative Chair, Florida PTA (waives in support of the bill)
2:12:32 PM Michael Braun, Teacher/Athletic Director (information only)
2:12:47 PM Sen. Montford
2:13:09 PM S 1750 (reported favorably)
2:13:14 PM S 70, Panic Alarms in Schools "Alyssa’s Law" (temporarily postponed)
2:14:00 PM Appearances:
2:14:07 PM Michael Cantens, Alert Point Security (waives in support of the bill)
2:14:20 PM Scott Jenkins, Senior Government Consultant, School Check In (speaks in support of the bill)
2:15:01 PM Robert Holroyd, City of Parkland (waives in support of the bill)
2:15:11 PM Dr. Danielle Thomas, Legislation Chair, Florida PTA (waives in support of the bill)
2:15:17 PM Andrew Goron, Volunteer for Make Our Schools Safe (waives in support of the bill)
2:15:24 PM Lori Alhadeft, School Board Member (speaks in support of the bill)
2:19:32 PM Gilbert Marsh, Secretary/Treasurer, Florida Professional Firefighters (waives in support of the bill)
2:19:38 PM Trish Neely, Consultant, League of Women Voters (waives in support of the bill)
2:19:43 PM Stephanie Grulman Zauder, Partner, Ballard Partners (waives in support of the bill)
2:19:54 PM Sen. Pizzo
2:20:51 PM Sen. Stargel
2:21:45 PM Sen. Diaz (Chair)
2:21:48 PM S 1246, Dual Enrollment
2:21:56 PM Sen. Stargel
2:22:32 PM Am. 471838
2:22:38 PM Sen. Stargel
2:22:56 PM Appearances: Brenda Dickinson, Fl. Council of Independent Schools (waives in support of the amendment)
2:23:14 PM Sen. Baxley
2:24:34 PM Sen. Stargel
2:24:39 PM Am. 471838 (adopted)
2:24:43 PM S 1246 (cont.)
2:24:51 PM Appearances: Dr. Howard Burke, Executive Director, Florida Association of Christian Colleges and Schools (waives in support of the bill)
2:24:58 PM Wayne Bertsch, Government Relations, Pasco County Schools (waives in support of the bill)
2:25:04 PM James Mosteller, Advocacy Associate, Foundation for Florida’s Future (waives in support of the bill)
2:25:09 PM James Herzog, Associate Director for Education, Florida Conference of Catholic Bishops (waives in support of the bill)
2:25:15 PM Bethany Swonson, Deputy Chief of Staff, Florida Department of Education (waives in support of the bill)
2:25:34 PM Sen. Stargel
2:26:34 PM S 1246 (reported favorably)
2:26:39 PM Sen. Stargel (Chair)
2:26:50 PM Sen. Simmons
2:27:15 PM Sen. Flores