

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 189 Postsecondary Education for Secondary Students

SPONSOR(S): PreK-12 Innovation Subcommittee, Zika and others

TIED BILLS: None **IDEN./SIM. BILLS:** SB 1342

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) PreK-12 Innovation Subcommittee	13 Y, 0 N, As CS	D'Souza	Brink
2) Appropriations Committee			
3) Education Committee			

SUMMARY ANALYSIS

The bill renames the “collegiate high school program” as the “early college acceleration program” and expands the program from 1 to 2 years.

The bill requires the program be made available to students in both grades 11 and 12 and specifies that the program must include an option for a participating student to graduate from high school with an associate degree. District school boards are prohibited from limiting the number of eligible students who may enroll in an early college program.

The bill deletes the requirement for a separate early college program contract and requires each dual enrollment articulation agreement between a Florida College System institution and a school district to establish at least one early college program.

The bill authorizes a district school board to establish an early college program with a state university or an eligible institution and authorizes a charter school to establish an early college program with a state college, state university, or other eligible postsecondary institution.

The bill requires each district school board, by September 1, 2020, and annually thereafter, to post on its website information regarding earning college credit through the early college program and the associated cost savings.

Beginning September 1, 2020, and annually thereafter, each postsecondary institution must report information regarding each dual enrollment articulation agreement it has entered into during the previous year to the Commissioner of Education. The bill specifies that dual enrollment instructional materials must be provided to students in a home education program at no cost.

By November 30, 2020, and annually thereafter, the Department of Education must post on its website information regarding the status of early college programs.

The bill does not appear to have a fiscal impact. See fiscal comments.

The bill provides an effective date of July 1, 2019.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Dual Enrollment

The dual enrollment program is an acceleration mechanism that allows an eligible secondary¹ or home education student to enroll in a postsecondary course creditable toward high school completion and an associate or baccalaureate degree or career certificate.² Upon successful completion of a dual enrollment course, the student simultaneously receives high school and college, university, or career certificate credit. College credit earned prior to high school graduation may reduce the average time-to-degree and increase the likelihood of completion of a postsecondary degree.³ Eligible students are permitted to enroll in dual enrollment courses conducted during and after school hours and during the summer term.⁴ Eleven of Florida's 12 state universities and all 28 Florida College System (FCS) institutions currently participate in dual enrollment.

Students must meet the following eligibility criteria for initial enrollment in college credit dual enrollment courses:⁵

- Be enrolled as a student in any of grades 6 through 12 in a Florida public school or in a Florida private school, or in a home education program;
- Not be scheduled to graduate from high school prior to the completion of the dual enrollment course;
- Have a 3.0 unweighted high school GPA to enroll in college credits, or a 2.0 unweighted high school GPA to enroll in career certificate dual enrollment courses;
- Achieve a minimum score on a common placement test adopted by the State Board of Education (SBE); and
- Meet any additional eligibility criteria specified by the postsecondary institution in the dual enrollment articulation agreement.

A student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees.⁶ Instructional materials assigned for use within dual enrollment courses are available to dual enrollment students from public high schools at no cost. A FCS institution may provide instructional materials at no cost to dual enrollment students from home education programs or private schools, but is not required.⁷ To facilitate FCS institutions in covering this cost, the Legislature appropriated \$550,000 in recurring funds from the General Revenue Fund in 2018.⁸

The law was revised in 2018 to provide that the dual enrollment articulation agreement for a home education student is not required to specify the student's responsibilities for providing their own instructional materials.⁹

¹ For purposes of dual enrollment, "secondary" is defined as a student who is enrolled in grades 6-12 in a Florida public school or Florida private school. Section 1007.271(2), F.S.

² Section 1007.271(1), F.S.

³ Florida Department of Education, Office of Articulation, *Dual Enrollment Frequently Asked Questions* (revised June 2016), available at <http://fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>.

⁴ Section 1007.271(2), F.S.

⁵ Section 1007.271(3), F.S.

⁶ Section 1007.271(2), F.S.

⁷ Section 1007.271(17), F.S.

⁸ See s. 46, ch. 2018-6, L.O.F.

⁹ See s. 27, ch. 2018-6, L.O.F.

Each public postsecondary institution and school district in its service area is required to jointly develop and implement a comprehensive dual enrollment articulation agreement.¹⁰ The dual enrollment articulation agreement must be submitted annually to the Department of Education (DOE) on or before August 1 and must include, but is not limited to, the following components:

- The available dual enrollment courses and programs.¹¹
- A description of the processes by which students and parents are informed about and exercise options to participate in dual enrollment, including registration.¹²
- The type of high school credit earned for completion of a dual enrollment course.¹³
- A listing of any additional student eligibility criteria.¹⁴
- Each institution's responsibilities for student screening and performance monitoring, transmission of grades, program costs including instructional materials, and student transportation.¹⁵

Funding for dual enrollment programs is provided to school districts through the Florida Education Finance Program (FEFP). Students who enroll in these programs are included in their school districts' full-time equivalent (FTE) student count and districts receive allocations based on their FTE enrollment. Students who participate in dual enrollment programs with Florida's FCS institutions and state universities are also included in the FCS institution or universities' FTE count for funding purposes.¹⁶

The Collegiate High School Program

The Collegiate High School Program offers public school students the opportunity to complete 30 credit hours through a dual enrollment program toward the first year of college for an associate degree or baccalaureate degree. The collegiate high school program must, at a minimum, include an option for public school students in grade 12 to participate for one full school year and earn CAPE industry certifications.¹⁷

Each FCS institution is required to execute a contract with each district school board in its designated service area to establish one or more collegiate high school programs at a mutually agreed upon location or locations. The contract must:

- identify the grade levels to be included, but at a minimum, include grade 12;
- describe the collegiate high school program, including:
- delineation of courses and industry
 - certifications offered;
 - high school and college credits earned (including online) for each postsecondary course completed and industry certification earned;
 - student eligibility criteria; and
 - the enrollment process and relevant deadlines;
- describe the methods, medium, and process by which students and their parents are annually informed about the program;
- identify delivery methods for instruction, instructors, student advising services, progress monitoring mechanisms, and terms of funding arrangements to implement the program; and

¹⁰ Section 1007.271(21), F.S.

¹¹ Section 1007.271(21)(c), F.S.

¹² Section 1007.271(21)(b), (d), and (i), F.S. Career centers, FCS institutions, and state universities must also delineate courses and programs for dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time. Section 1007.271(13)(b)1., F.S.

¹³ Section 1007.271(21)(f), F.S.

¹⁴ Section 1007.271(21)(e), F.S. Career centers, FCS institutions, and state universities must also identify eligibility criteria for home education student participation, not to exceed those required of other dually enrolled students. Section 1007.271(13)(b)2., F.S. Exceptions to the required grade point average may be granted on an individual student basis. Section 1007.271(21)(h), F.S.

¹⁵ Section 1007.271(21)(l), (m), (n), and (o), F.S.

¹⁶ *Id.*

¹⁷ Section 1007.273(2), F.S.

- establish a program review and reporting mechanism for student performance outcomes.¹⁸

Each student participating in the program must enter into a student performance contract that must be signed by the student, the parent, and a representative of the school district and FCS institution, state university or other participating institution.¹⁹ A district school board may also execute a contract to establish a collegiate high school program with a state university or an eligible institution.²⁰

Funding for collegiate high school programs is based on the funding mechanism for dual enrollment.²¹

Effect of Proposed Changes

Dual Enrollment

Beginning September 1, 2020, and annually thereafter, the bill requires each postsecondary institution to report to the Commissioner of Education the following information regarding each dual enrollment articulation agreement it has entered into during the previous year:

- The number of students who enrolled in a dual enrollment course under each articulation agreement, including students enrolled in an early college program.
- The total and average number of dual enrollment courses completed, high school and college credits earned, standard high school diplomas and associate and baccalaureate degrees awarded, and industry certifications attained, if any, by the students who enrolled in each dual enrollment program or early college program.
- The projected student enrollment in each dual enrollment program and early college program during the next school year.
- Any barriers to entering into an agreement to establish one or more early college programs.

The bill deletes the requirement that an early college program be established under a separate contract and requires each dual enrollment articulation agreement between an FCS institution and school district to include a provision to establish at least one early college program. The provision must:

- Identify the grade levels to be included in the early college program.
- Describe the early college program, including:
 - a list of the approved meta-major academic pathways that are available to participating students through the partner FCS institution or other eligible participating partner postsecondary institution;
 - a delineation of courses that must, at a minimum, include general education core courses and common prerequisite courses, as well as industry certifications offered, including online course availability;
 - 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.
- Describe the methods, medium, and process by which students and their parents are annually informed about the availability of the early college program, the return on investment associated with participation in the early college program, and the relevant information listed above.
- Identify the delivery methods for instruction and the instructors for all courses.
- Identify student advising services and progress monitoring mechanisms.
- Establish a program review and reporting mechanism regarding student performance outcomes.

¹⁸ Section 1007.273(3), F.S.

¹⁹ Section 1007.273(4), F.S.

²⁰ Section 1007.273(5), F.S. A district school board may execute a contract to establish a 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.

²¹ Section 1007.273(6), F.S.

- Describe the terms of funding arrangements to implement the early college program.

The bill also specifies that dual enrollment instructional materials must be provided at no cost to students from home education programs.

Collegiate High School Program

The bill renames the “collegiate high school program” as the “early college acceleration program.” The bill requires the program to be made available to students in grade 11 and specifies that the program must last up to two full school years and allow students to graduate from high school with an associate’s degree. The early college program must prioritize dual enrollment courses applicable to the general education core requirements and common prerequisite courses over elective courses. Additionally, a district school board may not limit the number of eligible students who may enroll in such early college programs.

The bill revises the requirements for a student performance contract to specify the applicability of such courses to an associate degree or baccalaureate degree.

The bill authorizes a district school board to establish an early college program with a state university or other eligible institution. The bill also authorizes charter schools to enter into an agreement with their local FCS institution or another eligible postsecondary institution consistent with the terms of the articulation agreements between FCS institutions and school districts to establish and early college program.

The bill requires each district school board, by September 1, 2020, and annually thereafter, to post on its website the following information:

- The methods for earning college credit through participation in the early college program with links to:
 - the dual enrollment course equivalency list approved by the SBE;
 - the common degree program prerequisite requirements published by the Articulation Coordinating Committee;
 - the industry certification articulation agreements adopted by the SBE in rule; and
 - the approved meta-major academic pathways of the partner FCS institutions or other eligible participating partner postsecondary institution.
- The estimated cost savings to students and their families resulting from students successfully completing 30 credit hours and 60 credit hours applicable toward the general education core requirement or common prerequisite courses before graduating from high school versus the cost of student earning such credit hours after graduating from high school.

The bill requires, by November 30, 2020, and annually thereafter, the DOE to post on its website the status of early college programs, including, at a minimum, a summary of student enrollment and completion information, barriers if any, to establishing such programs, and recommendations for expanding access to such program statewide.

B. SECTION DIRECTORY:

Section 1. Amends s. 1007.27, F.S., establishing reporting requirements for postsecondary institutions participating in dual enrollment programs.

Section 2. Amends s. 1007.271, F.S., requiring, rather than authorizing, instructional materials be made available to certain dual enrollment students free of charge; and prohibiting certain costs associated with a private school student who is enrolled in a dual enrollment course from being passed along to the student’s school with an exception.

Section 3. Amends s. 1007.273, F.S., providing a definition; providing additional options for students participating in an early college program; revising the requirements for an early college program; prohibiting certain entities from limiting the number of students who may participate in an early college program; revising early college program contract and student performance contract requirements; requiring each district school board to post specified information on its website about the early college program; and authorizing a charter school to establish an early college program.

Section 4. Provides an effective date of July 1, 2019.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

In 2018, the Legislature appropriated \$550,000 for the provision of dual enrollment instructional materials at no cost to home education students. Assuming these funds remain in the General Appropriations Act, the bill does not appear to have a fiscal impact.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

None.