

**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.)

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Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

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BILL: PCS/SB 1246 (592010)

INTRODUCER: Appropriations Subcommittee on Education; and Senators Stargel and Harrell

SUBJECT: Dual Enrollment

DATE: February 20, 2020

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Bouck</u>	<u>Sikes</u>	<u>ED</u>	<b>Favorable</b>
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	<b>Recommend: Fav/CS</b>
3.	_____	_____	<u>AP</u>	_____

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**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**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.

- 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.<sup>1</sup>

### 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.<sup>2</sup>

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 law<sup>3</sup> and provides a secondary curriculum pursuant to law.<sup>4</sup> Students who meet the eligibility requirements and who participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.<sup>5</sup>

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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<sup>1</sup> Section 1007.27(1), F.S.

<sup>2</sup> Section 1007.271(1), F.S.

<sup>3</sup> Section 1002.42(2), F.S.

<sup>4</sup> Section 1007.271(2), F.S.

<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup> 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.

	FCS Institutions <sup>8</sup>	State Universities <sup>9</sup>	Private Colleges and Universities <sup>10</sup>
Public School	73,408	9,250	6,908
Private School	2,607	688	
Home Education	3,818	113	

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.<sup>11</sup> About 10 times as many students take dual enrollment courses at a state university in the fall and spring compared to the summer term.<sup>12</sup>

**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<sup>13</sup> 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

<sup>6</sup> United States Department of Education, *FACT SHEET: Expanding College Access Through the Dual Enrollment Pell Experiment* (May 16, 2016), <https://www.ed.gov/news/press-releases/fact-sheet-expanding-college-access-through-dual-enrollment-pell-experiment> (last visited Jan. 9, 2020).

<sup>7</sup> Jobs for the Future, *Taking College Courses in High School: A Strategy for College Readiness* (Oct. 2012), available at [https://jfforg-prod-prime.s3.amazonaws.com/media/documents/TakingCollegeCourses\\_101712.pdf](https://jfforg-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.*

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

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

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

<sup>11</sup> *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).

<sup>12</sup> 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.*

<sup>13</sup> 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.shtml> (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.<sup>14</sup>

### ***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.<sup>15</sup>

### ***Dual Enrollment Articulation Agreement***

A dual enrollment articulation agreement establishes the guidelines for implementing the program for eligible students.<sup>16</sup> 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.<sup>17</sup>
- 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.<sup>18</sup>
- 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.<sup>19</sup>

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.<sup>20</sup>

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.<sup>21</sup> Such agreements must be submitted to the Florida Department of Education

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<sup>14</sup> Section 1007.271(3), F.S.

<sup>15</sup> Section 1007.271(8), F.S.

<sup>16</sup> Florida Department of Education, *Dual Enrollment Frequently Asked Questions*, available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>, at 13.

<sup>17</sup> Section 1007.271(21), F.S.

<sup>18</sup> Section 1007.271(13), F.S.

<sup>19</sup> Section 1007.271(24), F.S.

<sup>20</sup> Section 1007.271(23), F.S.

<sup>21</sup> Section 1007.271(13), (21), and (24), F.S.

(DOE) by August 1 of each year.<sup>22</sup> 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.<sup>23</sup>

### ***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.<sup>24</sup> 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.<sup>25</sup>

### **Collegiate High School Program**

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

### ***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.<sup>30</sup>

### ***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.<sup>31</sup>

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<sup>22</sup> Section 1007.271(13), (21), (23), and (24), F.S.

<sup>23</sup> Section 1007.271(4), F.S.

<sup>24</sup> Section 1007.271(17), F.S.

<sup>25</sup> Section 1007.271(17), F.S.

<sup>26</sup> Section 10, ch. 2014-184, L.O.F.

<sup>27</sup> Section 1000.21(3), F.S.

<sup>28</sup> Section 1007.273(1), F.S.

<sup>29</sup> Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Jan. 8, 2020) (on file with the Senate Committee on Education).

<sup>30</sup> Section 1007.273(2), F.S.

<sup>31</sup> 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.<sup>32</sup>

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.<sup>33</sup>

### ***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.<sup>34</sup> 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.<sup>35</sup>

### ***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.<sup>36</sup> The number of FTE students in each of the funded education programs is multiplied by cost factors<sup>37</sup> relative to each program to obtain weighted FTE student values.<sup>38</sup> 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.<sup>39</sup>

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<sup>32</sup> 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.*

<sup>33</sup> Section 1007.273(3), F.S.

<sup>34</sup> Section 1007.273(4), F.S.

<sup>35</sup> Art. IX, s. 1, Fla. Const.

<sup>36</sup> Section 1011.62, F.S.

<sup>37</sup> 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.

<sup>38</sup> Section 1011.62, F.S.; Florida Department of Education, *2019-20 Funding for Florida School Districts available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>.*

<sup>39</sup> Florida Department of Education, *2019-20 Funding for Florida School Districts available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf> at 17.*

### ***Funding for Dual Enrollment***

Dual enrollment funding for public schools is included in the calculation of FTE students within the FEFP.<sup>40</sup> 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,<sup>41</sup> 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.<sup>42</sup>

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.<sup>43</sup>

### ***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.<sup>44</sup>

### **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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<sup>40</sup> *Id.* at 11.

<sup>41</sup> Section 1007.271(21)(n), F.S.

<sup>42</sup> Section 1007.271(21)(2)1, F.S.

<sup>43</sup> Section 1007.271(21)(n)2., F.S.

<sup>44</sup> Section 1007.273(6), F.S.

who successfully complete AP, IB, and AICE examinations and IB and AICE diplomas.<sup>45</sup> 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.<sup>46</sup>
- 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.<sup>47</sup>
- 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.<sup>48</sup>

School districts must use the additional FTE funds for AP, IB, and AICE programs for purposes specified in law.<sup>49</sup>

### 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:
  - 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.
  - 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 (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.
  - Providing a full-time equivalent (FTE) student membership bonus in the Florida Education Finance Program (FEFP) for students who complete general education core

<sup>45</sup> 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.

<sup>46</sup> Section 1011.62(1)(n), F.S.

<sup>47</sup> Section 1011.62(1)(l), F.S.

<sup>48</sup> Section 1011.62(1)(m), F.S.

<sup>49</sup> 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.<sup>50</sup>
- 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.<sup>51</sup>
- State Universities and independent postsecondary institutions are reimbursed at the standard tuition rate established in law.<sup>52</sup>
- Workforce education instruction leading to a career certificate or an applied technology diploma are reimbursed at a standard tuition rate established in law.<sup>53</sup>
- 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.

<sup>50</sup> 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.

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

<sup>52</sup> The standard in-state tuition rate at state universities is \$105.07 per credit hour. Section 1009.24(4)(a), F.S.

<sup>53</sup> 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<sup>54</sup> 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.<sup>55</sup>
- 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,<sup>56</sup> and requirements for a standards high school diploma for students with a disability.<sup>57</sup>

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.

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<sup>54</sup> s. 1007.25 and Rule 6A-14.0303, F.A.C.

<sup>55</sup> 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.

<sup>56</sup> Section 1002.20(6)(a), F.S.

<sup>57</sup> 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.<sup>58</sup>
- 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.

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<sup>58</sup> 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.