

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/CS/HB 187 Postsecondary Education for Secondary Students

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

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

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) PreK-12 Innovation Subcommittee	14 Y, 2 N, As CS	D'Souza	Brink
2) Appropriations Committee	28 Y, 1 N, As CS	Peters	Pridgeon
3) Education Committee		D'Souza	Hassell

SUMMARY ANALYSIS

The bill renames "collegiate high school programs" as "early college acceleration programs," expands the programs from 1 to 2 years, and allows charter and private schools to establish programs with a state college, state university, or other eligible postsecondary institution

The bill requires the programs be made available to students in grades 11 and 12 and specifies that they must include an option for a student to graduate from high school with an associate degree. The bill also prohibits district school boards and Florida College System (FCS) institutions from limiting the number of eligible students who may enroll in dual enrollment programs, including early college acceleration programs, unless a 1-year waiver is granted by the Commissioner of Education.

The dual enrollment articulation agreement between a FCS institution and a school district must include at least one early admission program, career early admission program, or early college acceleration program.

The bill establishes reporting requirements for district school boards, postsecondary institutions, and the Department of Education (DOE) regarding early college acceleration programs and dual enrollment articulation agreements.

For private schools, the bill provides that costs associated with dual enrollment, including the early college acceleration program, may not be passed on to their students. The bill also prohibits dual enrollment articulation agreements from passing along costs associated with tuition and fees, including registration and laboratory fees, and instructional materials to a student's private school of enrollment.

The bill requires articulation agreements to address the costs associated with courses delivered using technology to be borne by both entities.

The bill requires the dual enrollment transfer guarantees statement developed by the DOE to identify English and mathematics courses that require a grade of "C" or higher and include a notice stating that grades in college credit courses remain on the student's permanent record.

The bill has a fiscal impact based on the number of students who complete general education core courses or associate degrees through dual enrollment. This fiscal will be incorporated into the Florida Education Finance Program.

The bill appropriates \$550,000 in recurring funds from the General Appropriations Act to the DOE for Fiscal Year 2020-2021. The bill has an indeterminate fiscal impact on public postsecondary institutions. See Fiscal Comments.

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

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 and earn credit in a postsecondary course creditable toward both high school completion and an associate or baccalaureate degree or career certificate.² 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.⁵

Students must meet the following eligibility criteria for initial enrollment in college credit dual enrollment courses:⁶

- 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).
- Meet any additional eligibility criteria specified by the postsecondary institution in the dual enrollment articulation agreement.

A dual enrollment student is exempt from paying registration, tuition, and laboratory fees.⁷ For public high school students, there is no cost for dual enrollment instructional materials. While a FCS institution may provide instructional materials at no cost to dual enrollment students from home education programs or private schools, it is not required to do so.⁸ To facilitate FCS institutions in covering the cost of instructional materials for home education students, the Legislature appropriated \$550,000 in recurring funds from the General Revenue Fund in 2019.⁹

The DOE must develop a statement on transfer guarantees to inform students and their parents, before 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.¹⁰ The statement must be provided to each district school superintendent, who must include the statement

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 August 2019), available at <http://fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>.

⁴ Section 1007.271(2), F.S.

⁵ Florida Department of Education, Public School Dual Enrollment Articulation Agreements, <http://www.fldoe.org/policy/articulation/public-school-dual-enrollment.stml> (last visited December 10, 2019).

⁶ Section 1007.271(3), F.S.

⁷ Section 1007.271(2), F.S.

⁸ Section 1007.271(17), F.S.

⁹ See s. 129, ch. 2019-115, L.O.F. 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. See s. 27, ch. 2018-6, L.O.F.

¹⁰ Section 1007.271(15), F.S.

in the information provided to all secondary students and their parents.¹¹ The statement may also include additional information, including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.¹²

Two forms of dual enrollment allow a student to enroll full-time in a postsecondary institution. In an early admission program, eligible high school students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward a high school diploma and an associate or baccalaureate degree.¹³ A student must enroll in at least 12 college credit hours per semester to participate in an early admission program; however, the student may not enroll in more than 15 credit hours per semester.¹⁴

In a career early admission program, eligible high school students enroll full-time in a career center or FCS institution in postsecondary programs leading to industry certifications as listed in the Career and Professional Education (CAPE) Postsecondary Industry Certification Funding List,¹⁵ which are creditable toward a high school diploma and a certificate or associate degree.¹⁶ Participation in a career early admission program is limited to students who have completed at least 4 semesters of full-time high school enrollment.¹⁷

Students participating in an early admission program or a career early admission program are exempt from the payment of registration, tuition, and laboratory fees.¹⁸

Articulation Agreements between Public Postsecondary Institutions and School Districts

As used in the Florida K-20 Education Code, “articulation” is the systematic coordination that provides the means by which students proceed toward their educational objectives in as rapid and student-friendly manner as their circumstances permit, from grade level to grade level, from elementary to middle to high school, to and through postsecondary education, and when transferring from one educational institution or program to another.¹⁹ “Service area” refers to the county or counties served by each FCS institution.²⁰

Each public postsecondary institution and school district in its service area must jointly develop and implement a comprehensive dual enrollment articulation agreement.²¹ 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.²²
- A description of the processes by which students and parents are informed about and exercise options to participate in dual enrollment, including registration.²³
- The type of high school credit earned for completion of a dual enrollment course.²⁴
- A listing of any additional student eligibility criteria.²⁵

¹¹ *Id.*

¹² *Id.*

¹³ Section 1007.271(10), F.S.

¹⁴ *Id.*

¹⁵ Section 1008.44, F.S.

¹⁶ Section 1007.271(11), F.S.

¹⁷ *Id.*

¹⁸ Section 1007.271(10), F.S.; *Id.*

¹⁹ Section 1000.21(1), F.S.

²⁰ Section 1000.21(3)(a)-(bb), F.S.

²¹ Section 1007.271(21), F.S.

²² Section 1007.271(21)(c), F.S.

²³ 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.

²⁴ Section 1007.271(21)(f), F.S.

²⁵ 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.

- Each institution's responsibilities for student screening and performance monitoring, transmission of grades, program costs including instructional materials, and student transportation.²⁶

Articulation Agreements between Public Postsecondary Institutions and Private Schools

Each public postsecondary institution eligible to participate in the dual enrollment program must 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, including, but not limited to, students with disabilities. By August 1 of each year, the eligible postsecondary institution shall complete and submit the private school articulation agreement to the DOE.²⁷ The private school articulation agreement must include, at a minimum:²⁸

- 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.
- The initial and continued eligibility requirements for private school student participation, not to exceed those required of other dual enrollment students.
- The type of high school credit earned for completing a dual enrollment course and a provision clarifying that the private school will award appropriate credit toward high school completion for the postsecondary course under the dual enrollment program.
- The student's responsibilities for providing his or her own instructional materials and transportation.
- A provision expressing that costs associated with tuition and fees, including registration, and laboratory fees, will not be passed along to the student.

Dual Enrollment Funding for School Districts

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.²⁹ A public 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 public postsecondary institution.³⁰

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 enrollment (FTE) student count and districts receive allocations based on their FTE enrollment. The law³¹ requires school districts to pay public postsecondary institutions the standard tuition rate per credit hour from funds provided for in the FEFP when dual enrollment course instruction takes place on the postsecondary institution's campus during the fall or spring term.³² Dual enrollment funding for public postsecondary institutions during the summer term is subject to appropriation in the General Appropriations Act (GAA).³³ Students who participate in dual enrollment programs with an FCS institution or state university are also included in the FCS institution's or university's FTE count for funding purposes.

Dual Enrollment Funding for Private Schools

For private schools, Florida law does not specify how dual enrollment costs must be borne; however, some articulation agreements with private secondary schools have mirrored the payment provisions set forth for school districts. In 2018, the Legislature eliminated a requirement that articulation agreements

²⁶ Section 1007.271(21)(l), (m), (n), and (o), F.S.

²⁷ Section 1007.271(24)(b), F.S.

²⁸ Section 1007.271(24)(b), F.S.

²⁹ Section 1007.271(21)(n)1., F.S.

³⁰ *Id.*

³¹ Section 1007.271(21)(n)1., F.S.

³² Section 1009.23(3)(a), F.S., for Florida College System institutions; Section 1009.24(4)(a), F.S., for State University System institutions.

³³ Section 1007.271(21)(n)2., F.S.

state whether the private school would pay the standard tuition rate per credit hour for each dual enrollment course taken by its students.³⁴

While private secondary students who participate in dual enrollment programs at FCS institutions and state universities are included in the FTE counts for total enrollment, funds appropriated in the GAA are not tied directly to FTE. A base student allocation is not provided for each student as it is for public school students in the FEFP. Additionally, funds are not specifically provided to public postsecondary institutions to make up for these tuition and fees which account for approximately 40 percent of the cost of educating a student at a FCS institution, and 47 percent at a state university.

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.³⁵

Each FCS institution must 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:³⁶

- identify the grade levels to be included, in addition to grade 12;
- describe the collegiate high school program, including:
 - a 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
- establish a program review and reporting mechanism for student performance outcomes.

A district school board may also execute a contract to establish a collegiate high school program with a state university or other eligible institution.³⁷

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.³⁸

Collegiate high school programs are funded like other dual enrollment programs.³⁹

Effect of Proposed Changes

Early College Acceleration Programs

³⁴ See sec. 27, ch. 2018-9, L.O.F.

³⁵ Section 1007.273(2), F.S.

³⁶ Section 1007.273(3), F.S.

³⁷ 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.

³⁸ Section 1007.273(4), F.S.

³⁹ Section 1007.273(6), F.S.

The bill renames “collegiate high school programs” as “early college acceleration programs” and requires that programs be made available to students in grade 11 and expands the minimum duration of the programs from 1 to 2 years. The programs must allow students to graduate from high school with an associate degree. The programs must prioritize required core and common prerequisite courses over elective courses. 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 requires each district school board, by September 1, 2021, and annually thereafter, to post on its website the following information:

- The methods for earning college credit through participation in an early college acceleration 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 the DOE to post on its website, by November 30, 2021, and annually thereafter, the status of early college acceleration 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.

Early College Acceleration Program Funding

The bill prohibits the costs for a private school early college acceleration program from being funded through the FEFP or passed along to the private school.

Dual Enrollment

Beginning September 1, 2021, 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 acceleration college program.
- The total and average number of dual enrollment courses completed, clock hours earned, high school and college credits earned, standard high school diplomas awarded, certificates awarded, associate and baccalaureate degrees awarded, and industry certifications attained, if any, by the students who enrolled in each dual enrollment program or early college acceleration program.
- The projected student enrollment in each dual enrollment program and early college acceleration program during the next school year.
- Any barriers to entering into an agreement to establish one or more early college acceleration programs.

The bill prohibits a district school board or FCS institution from limiting the number of eligible students who may enroll in dual enrollment programs, including early college acceleration programs. However, the commissioner may grant a request for a 1-year waiver of this requirement due to lack of capacity to offer a quality program. The waiver request must:

- describe the existing capacity issues and specific courses or programs that cannot be offered;
- suggest solutions; and
- suggest a timeline for achieving the capacity needed to meet the demand.

The bill requires DOE's dual enrollment transfer guarantees statement to include the English and mathematics courses that require a grade of "C" or higher to measure student achievement in college-level communication and computation skills, pursuant to state board rule. A notice must be included stating that grades earned in college credit courses remain on the student's permanent postsecondary transcript.

Dual Enrollment Articulation Agreements

The bill requires articulation agreements that authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution to address the costs, borne by each entity, associated with courses delivered using technology (e.g., online courses, blended courses, and synchronous or asynchronous e-learning). It also prohibits articulation agreements between public postsecondary institutions and private schools from passing along costs associated with instructional materials, tuition, and fees to a student's private school of enrollment. The bill requires dual enrollment instructional materials to be provided at no cost to students from home education programs and private schools.

In lieu of requiring an early college program in each school district, the bill requires the dual enrollment articulation agreement between each FCS institution and school district within its service area to establish at least one early admission program, career early admission program, or early college acceleration program.

An articulation agreement establishing an early college acceleration program must:

- identify the grade levels to be included in the early college acceleration program;
- describe the early college acceleration 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;
 - 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.
- describe the methods, medium, and process by which students and their parents are annually informed about the early college acceleration program and the return on investment associated with participation in the early college acceleration program;
- 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; and
- describe the terms of funding arrangements to implement the early college acceleration program.

The bill authorizes a charter school or a private school to establish an early college acceleration program with an FCS institution, state university, or other eligible postsecondary institution.⁴⁰ The bill also requires the SBE and the Board of Governors (BOG) to adopt rules and regulations, respectively, to implement private school dual enrollment articulation agreements.

Dual Enrollment Funding

The bill provides the following FTE add-on bonus funding amounts in the FEFP to school districts for each student who completes a general education core course or associate degree, with the specified letter grade or grade point average, through dual enrollment:

- 0.16 FTE for an early college program student who receives an "A" grade or higher

⁴⁰ The eligibility requirements are described in note 37, *supra*.

- 0.08 FTE for a non-early college program student who receives an “A” grade or higher
- 0.3 FTE for an associate degree earning student with a 3.0 GPA or higher

The bill requires school districts to allocate at least 50 percent of the funds received from dual enrollment bonus FTE to schools that generated funds to support student academic and postsecondary readiness.

In order to encourage public postsecondary institutions to offer more dual enrollment courses, the bill provides the statewide average cost of a fulltime faculty member’s salary and benefits, subject to annual appropriation in the GAA, to certain postsecondary institutions in which dual enrollment accounts for 25 percent or more of their total enrollment.

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., prohibiting district school boards and FCS institutions from limiting participation in dual enrollment programs; providing an exemption; requiring a certain statement to include specified postsecondary course and grade information; requiring, rather than authorizing, instructional materials to be made available to certain dual enrollment students free of charge; providing requirements for costs associated with certain courses delivered using technology; providing additional funding to certain public postsecondary institutions that provide dual enrollment courses using technology; requiring the inclusion of provisions relating to the establishment of early admission programs and early college programs in an articulation agreement; requiring private school articulation agreements to prohibit certain costs from being funded through the FEFP or passed along to private school students or private schools; authorizing a private school to enter into an agreement with specified educational institutions to establish an early college program; prohibiting the costs of such program from being funded through the FEFP or passed along to private school students or private schools; and requiring the SBE to adopt rules and the BOG to adopt regulations for specified purposes.

Section 3. Amends s. 1007.273, F.S., 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 student performance contract requirements; requiring each district school board to post specified information on its website; and authorizing a charter school or private school to establish an early college program.

Section 4. Amends s. 1011.62, F.S., deleting requirements that an independent college or university must meet to participate in the dual enrollment or early admission program; providing funding calculations for certain students enrolled in specified programs; and providing requirements for such calculations.

Section 5. Provides an appropriation.

Section 6. Provides an effective date of July 1, 2020.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

For Fiscal Year 2020-21, the bill appropriates \$550,000 in recurring general revenue funds to the Department of Education for the purpose of providing instructional materials for private school and charter school students. No additional funds are needed for home educated students because a recurring appropriation of \$550,000 was provided in FY 2018-2019 to cover these costs.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

School districts that offer dual enrollment programs may receive additional funding through the FEFP.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill appropriates \$550,000 in recurring general revenue for dual enrollment instructional materials for private and charter school students.

Current and future estimates pertaining to providing an additional specific appropriation to postsecondary institutions, whose ratio of dually enrolled students to total students is 25 percent or more, and which also utilize technology to deliver the dual enrollment courses is unknown, particularly as dual enrollment program enrollments increase. These costs are indeterminate. The funding provision, however, is subject to appropriation.

There may be minimal costs to postsecondary institutions associated with the reporting requirements included in the bill; however, the reporting requirements begin in 2021, and will likely be absorbed through institutional funding.

The articulation agreement provision between public postsecondary institutions and private secondary schools, expressing that associated costs will not be funded by the FEFP or passed along to the student or the student's private school of enrollment, will impact public postsecondary institutions. Payment provisions included in current articulation agreements between private schools and colleges or universities are individually negotiated, and the rates range from zero cost to the private school to standard tuition rates per credit hour, which are \$71.98 for FCS institutions and \$105.07 for state universities. In FY 2018-2019, there were approximately 3,500 dually enrolled students from private schools. Institutions that are currently collecting the tuition from private secondary schools will no longer be able to collect tuition revenues from the schools. Public postsecondary institutions will also be impacted if enrollment in these programs increase.

The bill allows a private school to enter into an agreement with a state university or other specified postsecondary institution to establish an early acceleration college program and requires the agreement to be consistent with s. 1007.273, F.S, and s. 1007.271(21)(p), F.S. Since the bill states that the cost of such a program will not be funded through the FEFP or passed along to the student or the student's private school of enrollment, it appears there would be a fiscal impact to the state university or other specified postsecondary institution. Because the number of private schools which may enter into an agreement for such a program is unknown, the fiscal impact is indeterminate.

The bill provides for additional FTE membership values for students who complete general education core courses with an A grade or higher, or associate degrees with a 3.0 grade point average or higher

through dual enrollment. While statewide dual enrollment data is available, specific grade and grade point average data is not identifiable. Any additional fiscal impact to the FEFP is indeterminate.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill also requires the SBE and the BOG to adopt rules and regulations, respectively, to implement private school dual enrollment articulation agreements.

C. DRAFTING ISSUES OR OTHER COMMENTS:

The bill deletes eligibility criteria for independent postsecondary institutions from the dual enrollment funding statute. A similar amendment was adopted in the Senate companion bill; however, the Senate amendment also transferred the eligibility criteria to s. 1007.271(23), F.S. The House bill appears to have inadvertently left this language out of that statute.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On December 11, 2019, the PreK-12 Innovation Subcommittee adopted four amendments and reported the bill favorably as a committee substitute. The amendments:

- require agreements that authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution to address the costs associated with courses delivered using technology (i.e., online courses, blended courses, and synchronous or asynchronous e-learning) to be borne by both the postsecondary institution and the school district;
- require dual enrollment articulation agreements to include a provision to establish at least one of the following: an early admission program, a career early admission program, or an early college acceleration program;
- require a notice to be included in DOE's statement of transfer guarantees stating that grades in college credit courses remain on the student's permanent record; and
- provide rulemaking and regulatory authority to the SBE and the BOG, respectively, to implement private school dual enrollment articulation agreements.

On January 29, 2020, the Appropriations Committee adopted one amendment and reported the bill favorably as a committee substitute. The amendment:

- strikes language that requires an independent college or university to be not for profit, accredited, and confer degrees to be eligible to participate in dual enrollment programs.
- provides the following FTE add-on bonus funding amounts in the FEFP to school districts for each student who completes a general education core course or associate degree, with the specified letter grade or grade point average, through dual enrollment:
 - 0.16 FTE for an early college program student who receives an A grade or higher
 - 0.08 FTE for a non-early college program student who receives an A grade or higher

- 0.3 FTE for an associate degree earning student with a 3.0 grade point average or higher
- requires school districts to allocate at least 50 percent of the funds received from dual enrollment bonus FTE to schools that generated funds to support student academic and postsecondary readiness.

The analysis is drafted to the committee substitute adopted by the Appropriations Committee.