

**Tab 1 CS/SB 70 by IS, Book (CO-INTRODUCERS) Berman, Stewart, Torres; (Compare to CS/CS/H 00023) Panic Alarms in Public Schools**

889996	D	S	WD	AED, Book	Delete everything after	02/24 10:11 AM
326096	SD	S	WD	AED, Book	Delete everything after	02/24 10:12 AM
163156	D	S		AED, Stargel	Delete everything after	02/24 10:00 AM

**Tab 2 SB 1100 by Rouson; (Identical to H 01123) Florida Seal of Fine Arts Program**

**Tab 3 SB 1246 by Stargel (CO-INTRODUCERS) Harrell; (Compare to CS/CS/CS/H 00187) Dual Enrollment**

471838	A	S	RCS	AED, Stargel	Delete L.658 - 798:	02/20 03:25 PM
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**Tab 4 CS/SB 1628 by ED, Book (CO-INTRODUCERS) Hooper, Rader, Berman, Cruz; (Similar to CS/CS/H 01213) Holocaust Education**

535804	A	S	RCS	AED, Book	Delete L.38 - 44:	02/20 03:25 PM
309232	AA	S	L RCS	AED, Book	Delete L.15 - 17:	02/20 03:25 PM
446244	A	S	L RCS	AED, Book	Delete L.35:	02/20 03:25 PM

**Tab 5 CS/SB 1750 by ED, Montford; (Similar to H 00403) High School Graduation Requirements**

**The Florida Senate**  
**COMMITTEE MEETING EXPANDED AGENDA**

**APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**

**Senator Stargel, Chair**  
**Senator Diaz, Vice Chair**

**MEETING DATE:** Tuesday, February 18, 2020

**TIME:** 1:30—3:30 p.m.

**PLACE:** Pat Thomas Committee Room, 412 Knott Building

**MEMBERS:** Senator Stargel, Chair; Senator Diaz, Vice Chair; Senators Baxley, Book, Flores, Montford, Pizzo, and Simmons

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	<b>CS/SB 70</b> Infrastructure and Security / Book (Compare CS/CS/H 23)	Panic Alarms in Public Schools; Citing this act as "Alyssa's Law"; requiring each public school to be equipped with a panic alarm system, etc.  IS 01/13/2020 Fav/CS AED 02/18/2020 Temporarily Postponed AP	Temporarily Postponed
2	<b>SB 1100</b> Rouson (Identical H 1123)	Florida Seal of Fine Arts Program; Establishing the Florida Seal of Fine Arts Program to recognize high school graduates who have attained a high level of skill in fine arts coursework; providing criteria to earn the Seal of Fine Arts; requiring the Commissioner of Education and school districts to perform specified duties to administer the program; prohibiting a school district or the Department of Education from charging a fee for the seal, etc.  ED 02/10/2020 Favorable AED 02/18/2020 Favorable AP	Favorable Yeas 8 Nays 0
3	<b>SB 1246</b> Stargel (Compare CS/CS/H 187, S 62)	Dual Enrollment; Clarifying that secondary students eligible for dual enrollment programs include students who are enrolled in home education programs; prohibiting district school boards and Florida College System institutions from denying students who have met eligibility requirements from participating in dual enrollment except under specified circumstances; providing that certain independent colleges and universities are eligible for inclusion in the dual enrollment and early admission programs; establishing the Dual Enrollment Scholarship Program, etc.  ED 01/21/2020 Favorable AED 02/18/2020 Fav/CS AP	Fav/CS Yeas 7 Nays 0

**COMMITTEE MEETING EXPANDED AGENDA**

Appropriations Subcommittee on Education  
Tuesday, February 18, 2020, 1:30—3:30 p.m.

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TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	<b>CS/SB 1628</b> Education / Book (Similar CS/CS/H 1213)	Holocaust Education; Including the study of a specified policy against anti-Semitism in specified instruction; providing school district, charter school, and Department of Education requirements relating to such instruction; authorizing the department to work with certain Holocaust educational organizations for specified purposes relating to the required instruction, etc.  ED 02/10/2020 Fav/CS AED 02/18/2020 Fav/CS AP	Fav/CS Yeas 8 Nays 0
5	<b>CS/SB 1750</b> Education / Montford (Similar H 403)	High School Graduation Requirements; Revising the credit requirements to earn a standard high school diploma to include career and technical education rather than practical arts; specifying that eligible courses are identified in the Course Code Directory, etc.  ED 02/10/2020 Fav/CS AED 02/18/2020 Favorable AP	Favorable Yeas 8 Nays 0

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Other Related Meeting Documents

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**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: CS/SB 70

INTRODUCER: Infrastructure and Security Committee; and Senators Book, Berman, and Stewart

SUBJECT: Panic Alarms in Public Schools

DATE: February 17, 2020

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

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Proctor</u>	<u>Miller</u>	<u>IS</u>	<u>Fav/CS</u>
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	<u>Pre-meeting</u>
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:**

CS/SB 70 creates “Alyssa’s Law.”

The bill creates a new section of statute to:

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

The bill may have an indeterminate, potentially significant, negative fiscal impact to school districts.

The bill has an effective date of July 1, 2020

## II. Present Situation:

### Alyssa Alhadeff

Alyssa Alhadeff, a former student at Marjory Stoneman Douglas High School in Parkland, Florida, was among the 17 killed during a school shooting in February 2018.<sup>1</sup>

### School Shootings

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

### Life-Threatening Emergencies

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

### 9-1-1 Wireless Calls

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

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<sup>1</sup> Marjory Stoneman Douglas High School Public Safety Commission, *Second Report* (November 1, 2019), available at <http://www.fdle.state.fl.us/MSDHS/MSD-Report-2-Public-Version.pdf> (last visited December 27, 2019).

<sup>2</sup> Maya Rossin-Slater ET AL.(2019), Local Exposure to School Shootings and Youth Antidepressant Use (Working Paper 26563), available at <http://www.nber.org/papers/w26563> (last visited December 27, 2019).

<sup>3</sup> John Woodrow Cox ET AL., *More than 236,000 students have experienced gun violence at school since Columbine*, available at <https://www.washingtonpost.com/graphics/2018/local/school-shootings-database/> (last visited December 27, 2019).

<sup>4</sup> See ss. 1006.07(4)(a) and (b), F.S.

## Marjory Stoneman Douglas High School Public Safety Commission

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

The commission's second report includes school safety and security recommendations, which includes language directing that, "some emergency drills should require movement and exercise all necessary aspects of the drill and emergency operations plan, including panic buttons ...", and "the timeliest way to communicate an on-campus emergency is direct reporting from a school staff member to everyone on campus and the 911 center simultaneously."<sup>8</sup>

### Panic Buttons

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

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

### III. Effect of Proposed Changes:

The bill names the act (newly created s. 1013.373, F.S.) "Alyssa's Law."

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

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

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<sup>5</sup> Section 943.687(3), F.S.

<sup>6</sup> Marjory Stoneman Douglas High School Public Safety Commission, *Initial Report* (Jan. 2, 2019), available at <http://www.fdle.state.fl.us/MSDHS/CommissionReport.pdf> (last visited December 27, 2019).

<sup>7</sup> Section 943.687(9), F.S.

<sup>8</sup> *Supra*, note 2.

<sup>9</sup> U.S. Department of Homeland Security, *K-12 School Security: A Guide for Preventing and Protecting Against Gun Violence* (2nd Edition: 2018), available at <https://www.cisa.gov/publication/k-12-school-security-guide>.

<sup>10</sup> SECURAlert, *Security Systems for Schools*, <https://www.securalert.net/blog/duress-system/security-systems-for-schools/> (last visited January 17, 2020).

<sup>11</sup> U.S. Department of Homeland Security, *supra* note 17.

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

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

#### **IV. Constitutional Issues:**

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

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

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

None.

##### **C. Trust Funds Restrictions:**

None.

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

None.

##### **E. Other Constitutional Issues:**

None.

#### **V. Fiscal Impact Statement:**

##### **A. Tax/Fee Issues:**

None.

##### **B. Private Sector Impact:**

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

**C. Government Sector Impact:**

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

**VI. Technical Deficiencies:**

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

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill creates section 1013.373 of the Florida Statutes.

**IX. Additional Information:****A. Committee Substitute – Statement of Changes:**

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

**CS by Infrastructure and Security on January 13, 2020:**

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

**B. Amendments:**

None.





889996

LEGISLATIVE ACTION

Senate	.	House
Comm: WD	.	
02/24/2020	.	
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Appropriations Subcommittee on Education (Book) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause  
and insert:

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

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

1006.07 District school board duties relating to student



889996

11 discipline and school safety.—The district school board shall  
12 provide for the proper accounting for all students, for the  
13 attendance and control of students at school, and for proper  
14 attention to health, safety, and other matters relating to the  
15 welfare of students, including:

16 (4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

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

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

28 1013.373 Panic alarms in public schools.—

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

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

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

38 (2) Beginning with the 2021-2022 school year, each public  
39 elementary, middle, and high school, including charter schools,



889996

40 must implement a panic alarm system known as "Alyssa's Alert"  
41 which complies with s. 1006.07(4)(c). Each school must be  
42 equipped with such a system for use in a school security  
43 emergency, including, but not limited to, a nonfire evacuation,  
44 a lockdown, or an active shooter event The panic alarm system  
45 must:

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

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

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

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

68 Section 4. This act shall take effect July 1, 2020.



889996

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===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete everything before the enacting clause  
and insert:

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



326096

LEGISLATIVE ACTION

Senate	.	House
Comm: WD	.	
02/24/2020	.	
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Appropriations Subcommittee on Education (Book) recommended the following:

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

3  
4           Delete everything after the enacting clause  
5 and insert:

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

7           Section 2. Present paragraph (c) of subsection (4) of  
8 section 1006.07, Florida Statutes, is redesignated as paragraph  
9 (e), and new paragraphs (c) and (d) are added to that  
10 subsection, to read:



326096

11           1006.07 District school board duties relating to student  
12 discipline and school safety.—The district school board shall  
13 provide for the proper accounting for all students, for the  
14 attendance and control of students at school, and for proper  
15 attention to health, safety, and other matters relating to the  
16 welfare of students, including:

17           (4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

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

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

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

38           3. Immediately transmit a signal or message to local law  
39 enforcement agencies upon activation.



326096

40           (d) The department shall issue a competitive solicitation  
41 to identify panic alarm system options that may be used by  
42 school districts. In identifying the options available to school  
43 districts, the department shall consider the ability of a system  
44 to provide audible and visual notifications to protect persons  
45 who are hearing or visually impaired and the interoperability of  
46 the system.

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

48  
49 ===== T I T L E   A M E N D M E N T =====

50 And the title is amended as follows:

51           Delete everything before the enacting clause  
52 and insert:

53                               A bill to be entitled  
54           An act relating to panic alarms in public schools;  
55           providing a short title; amending s. 1006.07, F.S.;  
56           requiring each public school campus, including charter  
57           schools, to implement a panic alarm system for  
58           specified purposes, beginning in a specified school  
59           year; providing requirements for such system;  
60           authorizing the Department of Education to issue a  
61           competitive solicitation to identify panic alarm  
62           system options to be used by school districts;  
63           requiring the department to consider certain factors  
64           during review of responses to the solicitation;  
65           providing an effective date.



163156

LEGISLATIVE ACTION

Senate

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House

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Appropriations Subcommittee on Education (Stargel) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

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

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

1006.07 District school board duties relating to student





163156

11 discipline and school safety.—The district school board shall  
12 provide for the proper accounting for all students, for the  
13 attendance and control of students at school, and for proper  
14 attention to health, safety, and other matters relating to the  
15 welfare of students, including:

16 (4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

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

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

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

38 Section 4. This act shall take effect July 1, 2020.  
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163156

40 ===== T I T L E A M E N D M E N T =====

41 And the title is amended as follows:

42 Delete everything before the enacting clause

43 and insert:

44 A bill to be entitled

45 An act relating to alert systems in public schools;  
46 providing a short title; amending s. 1006.07, F.S.;  
47 requiring each public school to implement a mobile  
48 panic alert system for specified purposes beginning in  
49 a specified school year; providing requirements for  
50 such system; requiring the Department of Education to  
51 issue a competitive solicitation to contract for a  
52 mobile panic alert system for all public schools  
53 statewide; requiring the department to consult with  
54 the Marjory Stoneman Douglas High School Public Safety  
55 Commission and the Florida Department of Law  
56 Enforcement in the development of the competitive  
57 solicitation; providing an effective date.

By the Committee on Infrastructure and Security; and Senators  
Book and Berman

596-02230-20

202070c1

1 A bill to be entitled  
2 An act relating to panic alarms in public schools;  
3 providing a short title; creating s. 1013.373, F.S.;  
4 defining terms; requiring each public school to be  
5 equipped with a panic alarm system; providing  
6 requirements for such systems; providing an effective  
7 date.  
8  
9 Be It Enacted by the Legislature of the State of Florida:  
10  
11 Section 1. This act may be cited as "Alyssa's Law."  
12 Section 2. Section 1013.373, Florida Statutes, is created  
13 to read:  
14 1013.373 Panic alarms in public schools.-  
15 (1) As used in this section, the term:  
16 (a) "Panic alarm system" means a security system signal  
17 generated by the manual activation of a device or an alternative  
18 mechanism intended to communicate a life-threatening or  
19 emergency situation that requires a response from law  
20 enforcement.  
21 (b) "Public school building" includes all buildings on a  
22 public elementary, middle, or high school campus where  
23 instruction takes place or where students are present during the  
24 school day.  
25 (2) Each public school must be equipped with a panic alarm  
26 system for use in a school security emergency, including, but  
27 not limited to, a non-fire evacuation, a lockdown, or an active  
28 shooter situation. The panic alarm system must be accessible to  
29 administrators, teachers, staff, and other designated personnel

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

596-02230-20

202070c1

30 at all locations on the school grounds. The panic alarm system  
31 must provide permanently installed alert indicators located at  
32 indoor and outdoor locations. The panic alarm system must be  
33 directly linked to the main office at the school and to local  
34 law enforcement agencies that are designated as first responders  
35 to the school's campus, and the system must immediately transmit  
36 a signal or message to those authorities upon activation.  
37 Section 3. This act shall take effect July 1, 2020.

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.



## THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

### COMMITTEES:

Children, Families, and Elder Affairs, *Chair*  
Appropriations  
Appropriations Subcommittee on Education  
Appropriations Subcommittee on Health and Human  
Services  
Health Policy  
Rules

### JOINT COMMITTEE:

Joint Legislative Budget Commission

### SENATOR LAUREN BOOK

32nd District

January 16, 2020

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

Chair Stargel:

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

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

Thank you,

A handwritten signature in cursive script that reads "Lauren Book".

Senator Lauren Book  
Senate District 32

Cc: Tim Elwell, Staff Director  
JoAnne Bennett, Administrative Assistant

#### REPLY TO:

- 967 Nob Hill Road, Plantation, Florida 33324 (954) 424-6674
- 202 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5032

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

**BILL GALVANO**  
President of the Senate

**DAVID SIMMONS**  
President Pro Tempore

201 The Capitol  
Page 2

THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/2020

Meeting Date

SB 70

Bill Number (if applicable)

Topic Panic Alarm Pub Schools

Amendment Barcode (if applicable)

Name Trish Neely

Job Title Consultant

Address 2024 Shangri La Lane

Phone 850 322 3317

Street

Tally FL 32303

City

State

Zip

Email

Speaking:  For  Against  Information

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

Representing League Women Voters

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/2020

Meeting Date

70

Bill Number (if applicable)

326069

Amendment Barcode (if applicable)

Topic Panic Alarms in Schools

Name Michael Cantens

Job Title \_\_\_\_\_

Address 2000 Ponce de Leon Blvd

Street

Phone \_\_\_\_\_

Coral Gables

City

FL

State

33134

Zip

Email michael@theflightgear.com

Speaking:  For  Against  Information

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

Representing Alert Point Security

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/20  
Meeting Date

70  
Bill Number (if applicable)

Topic School Panic Alarms

Amendment Barcode (if applicable)

Name Scott Jenkins

Job Title Senior Fault Consultant

Address 215 S. Monroe St. Ste 500

Phone 850 661 0829

TLH FL 32301  
City State Zip

Email sjenkins@carltonfields.com

Speaking:  For  Against  Information

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

Representing School Check In

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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



**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/2020

Meeting Date

SB 70

Bill Number (if applicable)

Topic Panic Alarms

Amendment Barcode (if applicable)

Name Robert Holroyd

Job Title \_\_\_\_\_

Address 110 SE 6th St., Fifteenth Floor

Phone 954-803-0231

Street

Fort Lauderdale, FL

33301

Email REH@trippscott.com

City

State

Zip

Speaking:  For  Against  Information

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

Representing City of Parkland

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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S-001 (10/14/14)

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/20  
Meeting Date

70  
Bill Number (if applicable)

Topic Panic Alarms

Amendment Barcode (if applicable)

Name Dr. Danielle Thomas

Job Title Legislation Chair

Address 1247 Orlando Central Pkwy

Phone 407 855 7604

Orlando FL 32809  
City State Zip

Email legislation@floridapter.org

Speaking:  For  Against  Information

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

Representing Florida PTA

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

S-001 (10/14/14)

THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/20

Meeting Date

70

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic \_\_\_\_\_

Name Andrew Goren

Job Title ~~Volunteer~~ Volunteer for Make ~~our~~ Schools Safe

Address \_\_\_\_\_

Street

Phone 850-559-2403

City

State

Zip

Email \_\_\_\_\_

Speaking:  For  Against  Information

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

Representing my self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/20  
Meeting Date

SB70  
Bill Number (if applicable)

Topic Alyssa's Law - Panic Buttons

Amendment Barcode (if applicable)

Name Lori Alhadeff

Job Title School Board Member

Address 8675 Watercrest Circle West Phone 609-335-8226

Street  
City ~~Watercrest~~ Parkland, FL 33076 Email playforalyssa@gmail.com  
State Zip

Speaking:  For  Against  Information

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

Representing Myself

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

SB 0070

Bill Number (if applicable)

02/18/2020

Meeting Date

Amendment Barcode (if applicable)

Topic Panic Alarms in Public Schools

Name Gilbert Marsh

Job Title Sec/Treas

Address 343 West Madison Street

Phone (850)224-7333

Street

Tallahassee

City

Florida

State

32301

Zip

Email gilbert@fpfp.org

Speaking:  For  Against  Information

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

Representing Florida Professional Firefighters

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

S-001 (10/14/14)

... the public record for this meeting.

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/20

Meeting Date

Bill Number (if applicable)

Topic Panic Alarm - SB 70

Amendment Barcode (if applicable)

Name Stephanie Grutman Zauder

Job Title Partner - Ballard Partners

Address 401 E Las Olas, su 1400

Phone

Street

Ft Laud., FL 33327

Email

City

State

Zip

Speaking:  For  Against  Information

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

Representing Broward Schools.

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

S-001 (10/14/14)

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

---

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

---

BILL: SB 1100

INTRODUCER: Senator Rouson

SUBJECT: Florida Seal of Fine Arts Program

DATE: February 17, 2020

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

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

---

## I. Summary:

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

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

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

The bill takes effect on July 1, 2020.

## II. Present Situation:

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

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<sup>1</sup> US Legal, *Art Education Law and Legal Definition*, <https://definitions.uslegal.com/a/art-education/> (last visited Feb. 3, 2020).

## The Arts Industry

Nationally, the nonprofit arts industry generated \$166.3 billion of economic activity during fiscal year 2015:

- \$63.8 billion by the nation's nonprofit arts and culture organizations; and
- \$102.5 billion in event-related expenditures by their audiences.<sup>2</sup>

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

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

## The Arts and Florida Students

Florida brings the arts to students in a variety of ways; from promoting nationally recognized Arts Education Month<sup>5</sup> to enacting arts-related legislation such as:

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

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

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<sup>2</sup> Florida Department of State, *Arts and Economic Prosperity 5* (2017), available at <https://ia800603.us.archive.org/13/items/ArtsEconomicProsperityFL/ArtsEconomicProsperityFL.pdf>, at 5.

<sup>3</sup> *Id.* at 1.

<sup>4</sup> *Id.* at 3.

<sup>5</sup> Florida Department of Education, *Memorandum, Arts Education Month* (2019), available at <https://info.fldoe.org/docushare/dsweb/Get/Document-8491/dps-2019-29.pdf>.

<sup>6</sup> See ss. 1003.42(1) and 1003.4282(3)(e), F.S.

<sup>7</sup> Section 1003.49965(1) and (2), F.S.

<sup>8</sup> Section 1003.4995, F.S.

<sup>9</sup> Florida Department of Education, *Florida Fine Arts Education* (2018), available at <http://fldoe.org/core/fileparse.php/5393/urlt/FineArtsInfographics.pdf>.



- Music comprising 45.1 percent of overall arts enrollment;
- Visual arts comprising 43.1 percent of overall arts enrollment;
- Theatre comprising 3.8 percent of overall arts enrollment; and
- Dance comprising 1.9 percent of overall arts enrollment.

### **Diploma Designations and Seals**

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

Florida currently offers three diploma recognitions- the Scholar Diploma Designation,<sup>14</sup> the Merit Diploma Designation,<sup>15</sup> and the Seal of Biliteracy.<sup>16</sup>

#### ***Florida Scholar Diploma Designation***

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements to earn the Scholar Diploma Designation:<sup>17</sup>

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

<sup>10</sup> Arizona Department of Education, *Diploma Seals*, <https://www.azed.gov/diplomaseals/> (last visited Jan. 29, 2020).

<sup>11</sup> Arizona Department of Education, *Arizona State Seal of Arts Proficiency* <https://www.azed.gov/artseducation/arizona-state-seal-of-arts-proficiency/> (last visited Jan. 30, 2020).

<sup>12</sup> Ohio Department of Education, *Arts Honors Diploma* <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Arts-Honors-Diploma> (last visited Jan. 30, 2020).

<sup>13</sup> Georgia Department of Education, *Fine Arts* <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx> (last visited Jan. 30, 2020).

<sup>14</sup> Section 1003.4285(a), F.S.

<sup>15</sup> Section 1003.4285(b), F.S.

<sup>16</sup> Section 1003.432, F.S. Currently, 38 states and Washington D.C. have approved a biliteracy program. Seal of Biliteracy, *Frequently Asked Questions*, <https://sealofbiliteracy.org/faq/> (last visited Jan. 29, 2020).

<sup>17</sup> Florida Department of Education, *Standard Diploma Requirements* (2019), available at <http://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>.

### ***Florida Merit Diploma Designation***

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

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

### ***Florida Seal of Biliteracy Program***

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

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

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

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

### **III. Effect of Proposed Changes:**

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

Beginning in the 2020-2021 school year, the Seal of Fine Arts must be awarded to a high school graduate who:

- Completes three year-long courses or earns three sequential course credits in dance, music, theater, or the visual arts with a grade of “B” or higher in each course;

---

<sup>18</sup> *Id.*

<sup>19</sup> Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Feb. 3, 2020) (on file with the Senate Committee on Education).

<sup>20</sup> Florida Department of Education, *World Language (Foreign Languages)* <http://www.fldoe.org/academics/eng-language-learners/world-languages-foreign-languages.shtml> (last visited Feb. 4, 2020).

<sup>21</sup> Section 1003.432(4), F.S.

<sup>22</sup> Rule 6A-1.09951, F.A.C.

<sup>23</sup> Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (Feb. 3, 2020) (on file with the Senate Committee on Education).

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

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

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

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

The bill takes effect on July 1, 2020.

#### **IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

#### **V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

**C. Government Sector Impact:**

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

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill creates section 1003.4321 of the Florida Statutes.

**IX. Additional Information:****A. Committee Substitute – Statement of Changes:**

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

None.

**B. Amendments:**

None.

By Senator Rouson

19-01491-20

20201100\_\_

A bill to be entitled

An act relating to the Florida Seal of Fine Arts Program; creating s. 1003.4321, F.S.; establishing the Florida Seal of Fine Arts Program to recognize high school graduates who have attained a high level of skill in fine arts coursework; providing the purpose of the program; providing criteria to earn the Seal of Fine Arts; authorizing the State Board of Education to adopt additional criteria for the award of the seal; requiring the Commissioner of Education and school districts to perform specified duties to administer the program; prohibiting a school district or the Department of Education from charging a fee for the seal; requiring the state board to adopt rules; providing an effective date.

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

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

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

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

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

(3) Beginning with the 2020-2021 school year, the Seal of

Page 1 of 3

**CODING:** Words ~~stricken~~ are deletions; words underlined are additions.

19-01491-20

20201100\_\_

Fine Arts must be awarded to a high school student who has earned a standard high school diploma and who:

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

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

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

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

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

(4) The Commissioner of Education shall:

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

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

(5) Each school district shall:

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

(b) Provide the Commissioner of Education with the number

Page 2 of 3

**CODING:** Words ~~stricken~~ are deletions; words underlined are additions.

19-01491-20

20201100\_\_

59 of students who have met the requirements to receive the Seal of  
60 Fine Arts.

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

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

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

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

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

72 Section 2. This act shall take effect July 1, 2020.



The Florida Senate

## Committee Agenda Request

**To:** Senator Kelli Stargel, Chair  
Appropriations Subcommittee on Education

**Subject:** Committee Agenda Request

**Date:** February 10, 2020

---

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

- committee agenda at your earliest possible convenience.
- next committee agenda.

A handwritten signature in green ink that reads "Darryl Ervin Rouson".

---

Senator Darryl Ervin Rouson  
Florida Senate, District 19

FLORIDA SENATE  
**APPEARANCE RECORD**

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

2/18/20  
Meeting Date

1100  
Bill Number (if applicable)

Topic Fine Arts

Amendment Barcode (if applicable)

Name Dr. Danielle Thomas

Job Title Legislation Chair

Address 1747 Orlando Central Pkwy  
Street

Phone 407855 7604

Orlando FL 32809  
City State Zip

Email legislation@floridaptr.org

Speaking:  For  Against  Information

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

Representing Florida PTA

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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



**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

---

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

---

BILL: PCS/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>	_____

---

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

COMMITTEE SUBSTITUTE - Substantial Changes

---

**I. Summary:**

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

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

- 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.stml> (last visited April 2, 2019). As an alternative to PERT, students may take the ACCUPLACER, SAT, and ACT to demonstrate readiness to perform college-level work. Rule 6A-10.0315(2), F.A.C.; see also Rule 6A-14.064(1)(b), F.A.C.

enrollment courses, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution. For initial and continued enrollment in career certificate dual enrollment courses, students must have a 2.0 unweighted high school GPA. Exceptions to the required GPA may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement. FCS institutions may establish additional student eligibility requirements, which may not arbitrarily prohibit or limit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. Such additional eligibility requirements must be included in the dual enrollment articulation agreement.<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.

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<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.



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LEGISLATIVE ACTION

Senate	.	House
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02/20/2020	.	
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Appropriations Subcommittee on Education (Stargel) recommended the following:

**Senate Amendment**

Delete lines 658 - 798  
and insert:  
programs. As used in this section, the term "early college program" means a structured high school acceleration program in which a cohort of students is taking postsecondary courses full time toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25 for an associate degree or a baccalaureate



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11 degree.

12 ~~(2) At a minimum, collegiate high school programs must~~  
13 ~~include an option for public school students in grade 11 or~~  
14 ~~grade 12 participating in the program, for at least 1 full~~  
15 ~~school year, to earn CAPE industry certifications pursuant to s.~~  
16 ~~1008.44 and to successfully complete 30 credit hours through the~~  
17 ~~dual enrollment program under s. 1007.271 toward the first year~~  
18 ~~of college for an associate degree or baccalaureate degree while~~  
19 ~~enrolled in the program.~~

20 (2)~~(3)~~ Each district school board and its local Florida  
21 College System institution shall execute a contract to establish  
22 one or more early college ~~collegiate high school~~ programs at a  
23 mutually agreed upon location or locations. ~~Beginning with the~~  
24 ~~2015-2016 school year,~~ If the Florida College System institution  
25 does not establish an early college a program with a district  
26 school board in its designated service area, another Florida  
27 College System institution may execute a contract with that  
28 district school board to establish the early college program.  
29 The contract must be executed by January 1 of each school year  
30 for implementation of the program during the next school year.  
31 The contract must:

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

35 (b) Describe the early college ~~collegiate high school~~  
36 program, including the delineation of courses that must, at a  
37 minimum, include general education core courses pursuant to s.  
38 1007.25; ~~and industry certifications offered, including online~~  
39 ~~course availability; the high school and college credits earned~~





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40 for each postsecondary course completed and industry  
41 certification earned; student eligibility criteria; and the  
42 enrollment process and relevant deadlines.

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

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

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

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

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

58 (3)-(4) Each student participating in an early college ~~a~~  
59 ~~collegiate high school~~ program must enter into a student  
60 performance contract, which must be signed by the student, the  
61 parent or legal guardian, and a representative of the school  
62 district and the ~~applicable~~ Florida College System institution  
63 partner, state university, or other eligible postsecondary  
64 institution partner participating pursuant to subsection (4)  
65 ~~(5)~~. The performance contract must, at a minimum, specify  
66 ~~include~~ the schedule of courses, by semester, and industry  
67 certifications to be taken by the student, if any; student  
68 attendance requirements; ~~and~~ and course grade requirements; and the



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69 applicability of such courses to an associate degree or a  
70 baccalaureate degree.

71 (4)~~(5)~~ In addition to executing a contract with the local  
72 Florida College System institution under this section, a  
73 district school board may execute a contract to establish an  
74 early college ~~a collegiate high school~~ program with a state  
75 university or an institution that is eligible to participate in  
76 the William L. Boyd, IV, Effective Access to Student Education  
77 Grant Program, that is a nonprofit independent college or  
78 university located and chartered in this state, and that is  
79 accredited by the Commission on Colleges of the Southern  
80 Association of Colleges and Schools to grant baccalaureate  
81 degrees. Such university or institution must meet the  
82 requirements specified under subsections (2) ~~(3)~~ and (3) ~~(4)~~. A  
83 charter school may execute a contract directly with the local  
84 Florida College System institution or another institution as  
85 authorized under this section to establish an early college  
86 program at a mutually agreed upon location.

87 (5)~~(6)~~ The early college ~~collegiate high school~~ program  
88 shall be funded pursuant to ss. 1007.271 and 1011.62. The State  
89 Board of Education shall enforce compliance with this section by  
90 withholding the transfer of funds for the school districts and  
91 the Florida College System institutions in accordance with s.  
92 1008.32.

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



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98 the Speaker of the House of Representatives.

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

101 1009.31 Dual Enrollment Scholarship Program.—

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

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

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

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

121 (4) A student participating in a dual enrollment program  
122 must meet the minimum eligibility requirements specified in s.  
123 1007.271 in order for the institution to receive a  
124 reimbursement.

125 (5) Annually, by March 15, each participating public  
126 institution must report to the department its eligible secondary



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127 students from private schools or home education programs who  
128 were enrolled during the previous fall or spring terms.  
129 Annually, by July 15, each participating public institution must  
130 report to the department its eligible public school, private  
131 school, or home education program students who were enrolled  
132 during the summer terms. For each dual enrollment course in  
133 which the student is enrolled, the report must include a unique  
134 student identifier, the postsecondary institution name, the  
135 postsecondary course number, the postsecondary course name, and  
136 the number of postsecondary course credits earned by the  
137 student.

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

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

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

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

By Senator Stargel

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1 A bill to be entitled  
 2 An act relating to dual enrollment; amending s.  
 3 1007.271, F.S.; clarifying that secondary students  
 4 eligible for dual enrollment programs include students  
 5 who are enrolled in home education programs; providing  
 6 for exceptions to grade point average requirements  
 7 relating to student eligibility; requiring that  
 8 exceptions to required grade point averages be  
 9 specified in the dual enrollment articulation  
 10 agreement; prohibiting postsecondary institutions from  
 11 establishing additional initial student academic  
 12 eligibility requirements; prohibiting district school  
 13 boards and Florida College System institutions from  
 14 denying students who have met eligibility requirements  
 15 from participating in dual enrollment except under  
 16 specified circumstances; revising the date by which  
 17 career centers are required to annually complete and  
 18 submit specified agreements to the Department of  
 19 Education; requiring district school boards to inform  
 20 secondary students and their parents or legal  
 21 guardians of specified information; prohibiting  
 22 schools from enrolling students in dual enrollment  
 23 courses under certain circumstances; revising the date  
 24 by which eligible postsecondary institutions are  
 25 required to annually complete and submit home  
 26 education articulation agreements to the department;  
 27 revising requirements for home education students  
 28 enrolled in dual enrollment courses; conforming a  
 29 provision to changes made by the act; requiring that

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30 instructional materials assigned for use within dual  
 31 enrollment courses be made available to dual  
 32 enrollment students from public schools, private  
 33 schools, and home education programs free of charge;  
 34 revising the date by which certain postsecondary  
 35 institutions are required to annually complete and  
 36 submit to the department a dual enrollment  
 37 articulation agreement; revising requirements for the  
 38 articulation agreement; revising provisions relating  
 39 to funding for dual enrollment; providing that certain  
 40 independent colleges and universities are eligible for  
 41 inclusion in the dual enrollment and early admission  
 42 programs; revising the date by which certain district  
 43 school boards and Florida College System institutions  
 44 are required to annually complete and submit a dual  
 45 enrollment articulation agreement to the department;  
 46 revising the date by which certain postsecondary  
 47 institutions are required to annually complete and  
 48 submit a private school articulation agreement to the  
 49 department; revising requirements for such agreements;  
 50 conforming provisions to changes made by the act;  
 51 requiring the Commissioner of Education to annually  
 52 report the status of dual enrollment programs to the  
 53 Governor and the Legislature by a specified date;  
 54 requiring the State Board of Education to adopt rules;  
 55 amending s. 1007.273, F.S.; changing the term  
 56 "collegiate high school program" to "early college  
 57 program"; defining the term "early college program";  
 58 requiring early college programs to prioritize certain

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59 courses; deleting requirements relating to collegiate  
 60 high school programs; revising provisions relating to  
 61 contracts executed between district school boards and  
 62 their local Florida College System institutions to  
 63 establish early college programs; revising provisions  
 64 relating to student performance contracts for students  
 65 participating in early college programs; authorizing  
 66 charter schools to execute contracts to establish an  
 67 early college program with specified institutions;  
 68 requiring the commissioner to annually report the  
 69 status of early college programs to the Governor and  
 70 the Legislature by a specified date; creating s.  
 71 1009.31, F.S.; providing legislative findings;  
 72 establishing the Dual Enrollment Scholarship Program;  
 73 providing for the administration of the program;  
 74 providing for the reimbursement of tuition and costs  
 75 to eligible postsecondary institutions; requiring  
 76 students participating in dual enrollment programs to  
 77 meet minimum eligibility requirements in order for  
 78 institutions to receive reimbursements; requiring  
 79 participating institutions to annually report  
 80 specified information to the department by certain  
 81 dates; providing a reimbursement schedule for tuition  
 82 and instructional materials costs; requiring the  
 83 department to reimburse institutions by specified  
 84 dates; providing that reimbursement for dual  
 85 enrollment courses is contingent upon appropriations;  
 86 providing for the prorating of reimbursements under  
 87 certain circumstances; requiring the State Board of

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88 Education to adopt rules; amending s. 1011.62, F.S.;  
 89 revising provisions relating to the calculation of  
 90 full-time equivalent student membership with respect  
 91 to dual enrollment instruction for purposes of  
 92 allocating funds for the operation of schools;  
 93 amending ss. 1002.20 and 1003.4282, F.S.; conforming  
 94 provisions to changes made by the act; amending s.  
 95 1003.436, F.S.; conforming a cross-reference;  
 96 reenacting s. 1011.68(1)(d), F.S., relating to funds  
 97 for student transportation, to incorporate the  
 98 amendments made to s. 1011.62, F.S.; providing an  
 99 effective date.

100  
101 Be It Enacted by the Legislature of the State of Florida:102  
103 Section 1. Section 1007.271, Florida Statutes, is amended  
104 to read:

105 1007.271 Dual enrollment programs.—

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

113 (2) For the purpose of this section, an eligible secondary  
 114 student is a student who is enrolled in any of grades 6 through  
 115 12 in a Florida public school or in a Florida private school  
 116 that is in compliance with s. 1002.42(2) and provides a

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117 secondary curriculum pursuant to s. 1003.4282, or who is  
 118 enrolled in a home education program pursuant to s. 1002.41.  
 119 Students who are eligible for dual enrollment pursuant to this  
 120 section may enroll in dual enrollment courses conducted during  
 121 school hours, after school hours, and during the summer term.  
 122 However, if the student is projected to graduate from high  
 123 school before the scheduled completion date of a postsecondary  
 124 course, the student may not register for that course through  
 125 dual enrollment. The student may apply to the postsecondary  
 126 institution and pay the required registration, tuition, and fees  
 127 if the student meets the postsecondary institution's admissions  
 128 requirements under s. 1007.263. Instructional time for dual  
 129 enrollment may vary from 900 hours; however, the full-time  
 130 equivalent student membership value shall be subject to the  
 131 provisions in s. 1011.61(4). A student enrolled as a dual  
 132 enrollment student is exempt from the payment of registration,  
 133 tuition, and laboratory fees. Applied academics for adult  
 134 education instruction, developmental education, and other forms  
 135 of precollegiate instruction, as well as physical education  
 136 courses that focus on the physical execution of a skill rather  
 137 than the intellectual attributes of the activity, are ineligible  
 138 for inclusion in the dual enrollment program. Recreation and  
 139 leisure studies courses shall be evaluated individually in the  
 140 same manner as physical education courses for potential  
 141 inclusion in the program.

142 (3) ~~Student eligibility requirements~~ For initial enrollment  
 143 in college credit dual enrollment courses, a student must  
 144 achieve ~~include~~ a 3.0 unweighted high school grade point average  
 145 and the minimum score on a common placement test adopted by the

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146 State Board of Education which indicates that the student is  
 147 ready for college-level coursework. ~~Student eligibility~~  
 148 ~~requirements~~ For continued enrollment in college credit dual  
 149 enrollment courses, a student must maintain a minimum ~~must~~  
 150 ~~include the maintenance~~ of a 3.0 unweighted high school grade  
 151 point average and the minimum postsecondary grade point average  
 152 established by the postsecondary institution. Regardless of  
 153 meeting student eligibility requirements for continued  
 154 enrollment, a student may lose the opportunity to participate in  
 155 a dual enrollment course if the student is disruptive to the  
 156 learning process such that the progress of other students or the  
 157 efficient administration of the course is hindered. Student  
 158 eligibility requirements for initial and continued enrollment in  
 159 career certificate dual enrollment courses must include a 2.0  
 160 unweighted high school grade point average. An exception  
 161 ~~Exceptions~~ to the required grade point average for career  
 162 certificate dual enrollment averages may be granted on an  
 163 individual student basis. An exception to the required grade  
 164 point average for college credit dual enrollment may be granted  
 165 for students who achieve higher scores than the established  
 166 minimum on the common placement test adopted by the State Board  
 167 of Education. Any exception to the required grade point average  
 168 must be specified in ~~if the educational entities agree and the~~  
 169 ~~terms of the agreement are contained within~~ the dual enrollment  
 170 articulation agreement established pursuant to subsection (21).  
 171 A postsecondary institution ~~Florida College System institution~~  
 172 ~~boards of trustees~~ may not establish additional initial student  
 173 academic eligibility requirements, ~~which shall be included in~~  
 174 ~~the dual enrollment articulation agreement, to ensure student~~

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175 ~~readiness for postsecondary instruction. Additional requirements~~  
 176 ~~included in the agreement may not arbitrarily prohibit students~~  
 177 ~~who have demonstrated the ability to master advanced courses~~  
 178 ~~from participating in dual enrollment courses or limit the~~  
 179 ~~number of dual enrollment courses in which a student may enroll~~  
 180 ~~based solely upon enrollment by the student at an independent~~  
 181 ~~postsecondary institution.~~

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

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

195 ~~(6)-(5)~~(a) Each faculty member providing instruction in  
 196 college credit dual enrollment courses must:

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

203 2. Provide the institution offering the dual enrollment

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204 course a copy of his or her postsecondary transcript.

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

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

215 5. Adhere to the rules, guidelines, and expectations stated  
 216 in the postsecondary institution's student handbook which apply  
 217 to faculty members. Any exceptions must be noted in the dual  
 218 enrollment articulation agreement.

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

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

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

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



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233 4. Use the same criteria to evaluate faculty members  
 234 teaching a dual enrollment course as the criteria used to  
 235 evaluate all other faculty members.

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

238 ~~(7)(6)~~ The following curriculum standards apply to college  
 239 credit dual enrollment:

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

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

258 (c) Course requirements, such as tests, papers, or other  
 259 assignments, for dual enrollment students must be at the same  
 260 level of rigor or depth as those for all nondual enrollment  
 261 postsecondary students. All faculty members teaching dual

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262 enrollment courses must observe the procedures and deadlines of  
 263 the postsecondary institution for the submission of grades. A  
 264 postsecondary institution must advise each faculty member  
 265 teaching a dual enrollment course of the institution's grading  
 266 guidelines before the faculty member begins teaching the course.

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

270 ~~(8)(7)~~ Career dual enrollment shall be provided as a  
 271 curricular option for secondary students to pursue in order to  
 272 earn industry certifications adopted pursuant to s. 1008.44,  
 273 which count as credits toward the high school diploma. Career  
 274 dual enrollment shall be available for secondary students  
 275 seeking a degree and industry certification through a career  
 276 education program or course. Each career center established  
 277 under s. 1001.44 shall enter into an agreement with each high  
 278 school in any school district it serves. Beginning with the  
 279 2019-2020 school year, the agreement must be completed annually  
 280 and submitted by the career center to the Department of  
 281 Education by October ~~August~~ 1. The agreement must:

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

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

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

290 (d) Describe how students and their parents or legal

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291 guardians will be informed of career dual enrollment  
 292 opportunities and related workforce demand, how students can  
 293 apply to participate in a career dual enrollment program and  
 294 register for courses through his or her high school, and the  
 295 postsecondary career education expectations for participating  
 296 students.

297 (e) Establish any additional eligibility requirements for  
 298 participation and a process for determining eligibility and  
 299 monitoring the progress of participating students.

300 (f) Delineate costs incurred by each entity and determine  
 301 how transportation will be provided for students who are unable  
 302 to provide their own transportation.

303 ~~(9)(a)~~ Each district school board shall inform all  
 304 secondary students and their parents or legal guardians of dual  
 305 enrollment as an educational option and mechanism for  
 306 acceleration. Students and their parents or legal guardians  
 307 shall be informed of student eligibility requirements, the  
 308 option for taking dual enrollment courses beyond the regular  
 309 school year, and the minimum academic credits required for  
 310 graduation. In addition, students and their parents or legal  
 311 guardians shall be informed that dual enrollment course grades  
 312 are included in the student's college grade point average,  
 313 become a part of the student's permanent academic record, and  
 314 may affect the student's future financial aid eligibility. A  
 315 school may not enroll a student in a dual enrollment course  
 316 without an acknowledgment form on file, which must be signed by  
 317 both the student and the student's parent or legal guardian.

318 District school boards shall annually assess the demand for dual  
 319 enrollment and provide that information to each partnering

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320 postsecondary institution. Alternative grade calculation,  
 321 weighting systems, and information regarding student education  
 322 options that discriminate against dual enrollment courses are  
 323 prohibited.

324 ~~(10)(a)~~ The Commissioner of Education shall appoint faculty  
 325 committees representing public school, Florida College System  
 326 institution, and university faculties to identify postsecondary  
 327 courses that meet the high school graduation requirements of s.  
 328 1003.4282 and to establish the number of postsecondary semester  
 329 credit hours of instruction and equivalent high school credits  
 330 earned through dual enrollment pursuant to this section that are  
 331 necessary to meet high school graduation requirements. Such  
 332 equivalencies shall be determined solely on comparable course  
 333 content and not on seat time traditionally allocated to such  
 334 courses in high school. The Commissioner of Education shall  
 335 recommend to the State Board of Education those postsecondary  
 336 courses identified to meet high school graduation requirements,  
 337 based on mastery of course outcomes, by their course numbers,  
 338 and all high schools shall accept these postsecondary education  
 339 courses toward meeting the requirements of s. 1003.4282.

340 ~~(11)(a)~~ Early admission is a form of dual enrollment  
 341 through which eligible secondary students enroll in a  
 342 postsecondary institution on a full-time basis in courses that  
 343 are creditable toward the high school diploma and the associate  
 344 or baccalaureate degree. A student must enroll in a minimum of  
 345 12 college credit hours per semester or the equivalent to  
 346 participate in the early admission program; however, a student  
 347 may not be required to enroll in more than 15 college credit  
 348 hours per semester or the equivalent. Students enrolled pursuant

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349 to this subsection are exempt from the payment of registration,  
350 tuition, and laboratory fees.

351 ~~(12)(11)~~ Career early admission is a form of career dual  
352 enrollment through which eligible secondary students enroll full  
353 time in a career center or a Florida College System institution  
354 in postsecondary programs leading to industry certifications, as  
355 listed in the CAPE Postsecondary Industry Certification Funding  
356 List pursuant to s. 1008.44, which are creditable toward the  
357 high school diploma and the certificate or associate degree.  
358 Participation in the career early admission program is limited  
359 to students who have completed a minimum of 4 semesters of full-  
360 time secondary enrollment, including studies undertaken in the  
361 ninth grade. Students enrolled pursuant to this section are  
362 exempt from the payment of registration, tuition, and laboratory  
363 fees.

364 ~~(12) The State Board of Education shall adopt rules for any~~  
365 ~~dual enrollment programs involving requirements for high school~~  
366 ~~graduation.~~

367 (13) (a) The dual enrollment program for a home education  
368 student, including, but not limited to, students with  
369 disabilities, consists of the enrollment of an eligible home  
370 education secondary student in a postsecondary course creditable  
371 toward an associate degree, a career certificate, or a  
372 baccalaureate degree. To participate in the dual enrollment  
373 program, an eligible home education secondary student must:

374 1. Provide proof of enrollment in a home education program  
375 pursuant to s. 1002.41.

376 2. Be responsible for his or her own transportation unless  
377 provided for in the articulation agreement.

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

380 (b) Each public postsecondary institution eligible to  
381 participate in the dual enrollment program pursuant to s.  
382 1011.62(1)(i) must enter into a home education articulation  
383 agreement with each home education student seeking enrollment in  
384 a dual enrollment course and the student's parent or legal  
385 guardian. By ~~October~~ August 1 of each year, the eligible  
386 postsecondary institution shall complete and submit the home  
387 education articulation agreement to the Department of Education.  
388 The home education articulation agreement must include, at a  
389 minimum:

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

395 2. The initial and continued eligibility requirements for  
396 home education student participation, not to exceed those  
397 required of other dually enrolled students. A home education  
398 student must meet the same minimum score requirement on a common  
399 placement test which is required of other dually enrolled  
400 students. A high school grade point average may not be required  
401 for home education students ~~who meet the minimum score on a~~  
402 ~~common placement test adopted by the State Board of Education~~  
403 ~~which indicates that the student is ready for college-level~~  
404 ~~coursework~~; however, home education student eligibility  
405 requirements for continued enrollment in dual enrollment courses  
406 must include the maintenance of the minimum postsecondary grade

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407 point average established by the postsecondary institution for  
408 other dually enrolled students.

409 3. The student's responsibilities for providing his or her  
410 own transportation.

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

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

426 (15) The Department of Education shall develop a statement  
427 on transfer guarantees to inform students and their parents or  
428 legal guardians, prior to enrollment in a dual enrollment  
429 course, of the potential for the dual enrollment course to  
430 articulate as an elective or a general education course into a  
431 postsecondary education certificate or degree program. The  
432 statement shall be provided to each district school  
433 superintendent, who shall include the statement in the  
434 information provided to all secondary students and their parents  
435 or legal guardians as required pursuant to this subsection. The

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436 statement may also include additional information, including,  
437 but not limited to, dual enrollment options, guarantees,  
438 privileges, and responsibilities.

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

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

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

462 (19) The Commissioner of Education may approve dual  
463 enrollment agreements for limited course offerings that have  
464 statewide appeal. Such programs shall be limited to a single

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465 site with multiple county participation.

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

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

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

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

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

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

493 (e) The agreed upon common placement test scores and

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494 corresponding grade point average that may be accepted for  
495 initial student eligibility if an exception to the minimum grade  
496 point average is authorized pursuant to subsection (3) A list of  
497 any additional initial student eligibility requirements for  
498 participation in the dual enrollment program.

499 (f) A delineation of the high school credit earned for the  
500 passage of each dual enrollment course.

501 (g) A description of the process for informing students and  
502 their parents of college-level course expectations.

503 (h) The policies and procedures, if any, for determining  
504 exceptions to the required grade point averages on an individual  
505 student basis.

506 (i) The registration policies for dual enrollment courses  
507 as determined by the postsecondary institution.

508 (j) Exceptions, if any, to the professional rules,  
509 guidelines, and expectations stated in the faculty or adjunct  
510 faculty handbook for the postsecondary institution.

511 (k) Exceptions, if any, to the rules, guidelines, and  
512 expectations stated in the student handbook of the postsecondary  
513 institution which apply to faculty members.

514 (l) The responsibilities of the school district regarding  
515 the determination of student eligibility before participating in  
516 the dual enrollment program and the monitoring of student  
517 performance while participating in the dual enrollment program.

518 (m) The responsibilities of the postsecondary institution  
519 regarding the transmission of student grades in dual enrollment  
520 courses to the school district.

521 (n) A funding provision that delineates costs incurred by  
522 each entity.

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523 1. School districts shall pay public postsecondary  
 524 institutions the in-state resident standard tuition rate per  
 525 credit hour from funds provided in the Florida Education Finance  
 526 Program when dual enrollment course instruction takes place on  
 527 the postsecondary institution's campus and the course is taken  
 528 during the fall or spring term. When dual enrollment is provided  
 529 on the high school site by postsecondary institution faculty,  
 530 the school district shall reimburse the costs associated with  
 531 the postsecondary institution's proportion of salary and  
 532 benefits to provide the instruction. When dual enrollment course  
 533 instruction is provided on the high school site by school  
 534 district faculty, the school district is not responsible for  
 535 payment to the postsecondary institution. A postsecondary  
 536 institution may enter into an agreement with the school district  
 537 to authorize teachers to teach dual enrollment courses at the  
 538 high school site or the postsecondary institution. A school  
 539 district may not deny a student access to dual enrollment unless  
 540 the student is ineligible to participate in the program subject  
 541 to provisions specifically outlined in this section.

542 2. Subject to annual appropriation in the General  
 543 Appropriations Act, a public postsecondary institution shall  
 544 receive an amount of funding equivalent to the standard tuition  
 545 rate per credit hour for each dual enrollment course taken by a  
 546 private school or home education student at the postsecondary  
 547 institution during the fall and spring terms, pursuant to s.  
 548 1009.31.

549 ~~3.2~~ Subject to annual appropriation in the General  
 550 Appropriations Act, a public postsecondary institution shall  
 551 receive an amount of funding equivalent to the standard tuition

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552 rate per credit hour for each dual enrollment course taken by a  
 553 student during the summer term, pursuant to s. 1009.31.

554 (o) Any institutional responsibilities for student  
 555 transportation, if provided.

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

567 (23) District school boards and Florida College System  
 568 institutions may enter into additional dual enrollment  
 569 articulation agreements with state universities for the purposes  
 570 of this section. School districts may also enter into dual  
 571 enrollment articulation agreements with eligible independent  
 572 colleges and universities ~~pursuant to s. 1011.62(1)(i).~~ An  
 573 independent college or university that is not for profit, is  
 574 accredited by a regional or national accrediting agency  
 575 recognized by the United States Department of Education, and  
 576 confers degrees as defined in s. 1005.02 shall be eligible for  
 577 inclusion in the dual enrollment or early admission program. By  
 578 October ~~August~~ 1 of each year, the district school board and the  
 579 Florida College System institution shall complete and submit the  
 580 dual enrollment articulation agreement with the state university

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581 or an eligible independent college or university, as applicable,  
582 to the Department of Education.

583 (24) (a) The dual enrollment program for a private school  
584 student consists of the enrollment of an eligible private school  
585 student in a postsecondary course creditable toward an associate  
586 degree, a career certificate, or a baccalaureate degree. In  
587 addition, a private school in which a student, including, but  
588 not limited to, students with disabilities, is enrolled must  
589 award credit toward high school completion for the postsecondary  
590 course under the dual enrollment program. To participate in the  
591 dual enrollment program, an eligible private school student  
592 must:

593 1. Provide proof of enrollment in a private school pursuant  
594 to subsection (2).

595 2. Be responsible for his or her own ~~instructional~~  
596 ~~materials and~~ transportation unless provided for in the  
597 articulation agreement.

598 3. Sign a private school articulation agreement pursuant to  
599 paragraph (b).

600 (b) Each public postsecondary institution eligible to  
601 participate in the dual enrollment program pursuant to s.  
602 1011.62(1)(i) must enter into a private school articulation  
603 agreement with each eligible private school in its geographic  
604 service area seeking to offer dual enrollment courses to its  
605 students, including, but not limited to, students with  
606 disabilities. By ~~October~~ August 1 of each year, the eligible  
607 postsecondary institution shall complete and submit the private  
608 school articulation agreement to the Department of Education.  
609 The private school articulation agreement must include, at a

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610 minimum:

611 1. A delineation of courses and programs available to the  
612 private school student. The postsecondary institution may add,  
613 revise, or delete courses and programs at any time.

614 2. The initial and continued eligibility requirements for  
615 private school student participation, not to exceed those  
616 required of other dual enrollment students.

617 3. The student's responsibilities for providing his or her  
618 own ~~instructional materials and~~ transportation.

619 4. A provision clarifying that the private school will  
620 award appropriate credit toward high school completion for the  
621 postsecondary course under the dual enrollment program.

622 5. A provision expressing that the private school of  
623 enrollment is exempt from the payment of costs associated with  
624 tuition and fees, including registration, and laboratory fees,  
625 will not be passed along to the student.

626 (25) For students with disabilities, a postsecondary  
627 institution eligible to participate in dual enrollment pursuant  
628 to s. 1011.62(1)(i) shall include in its dual enrollment  
629 articulation agreement, services and resources that are  
630 available to students with disabilities who register in a dual  
631 enrollment course at the eligible institution and provide  
632 information regarding such services and resources to the Florida  
633 Center for Students with Unique Abilities. The Department of  
634 Education shall provide to the center the Internet website link  
635 to dual enrollment articulation agreements specific to students  
636 with disabilities. The center shall include in the information  
637 that it is responsible for disseminating to students with  
638 disabilities and their parents or legal guardians pursuant to s.

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639 1004.6495, dual enrollment articulation agreements and  
640 opportunities for meaningful campus experience through dual  
641 enrollment.

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

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

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

654 1007.273 Early college Collegiate high school program.—

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

665 ~~(2) At a minimum, collegiate high school programs must~~  
666 ~~include an option for public school students in grade 11 or~~  
667 ~~grade 12 participating in the program, for at least 1 full~~

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668 ~~school year, to earn CAPE industry certifications pursuant to s.~~  
669 ~~1008.44 and to successfully complete 30 credit hours through the~~  
670 ~~dual enrollment program under s. 1007.271 toward the first year~~  
671 ~~of college for an associate degree or baccalaureate degree while~~  
672 ~~enrolled in the program.~~

673 ~~(2)(3)~~ Each district school board and its local Florida  
674 College System institution shall execute a contract to establish  
675 one or more early college collegiate high school programs at a  
676 mutually agreed upon location or locations. ~~Beginning with the~~  
677 ~~2015-2016 school year,~~ If the Florida College System institution  
678 does not establish an early college a program with a district  
679 school board in its designated service area, another Florida  
680 College System institution may execute a contract with that  
681 district school board to establish the early college program.  
682 The contract must be executed by January 1 of each school year  
683 for implementation of the program during the next school year.  
684 The contract must:

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

688 (b) Describe the early college collegiate high school  
689 program, including the delineation of courses ~~that must, at a~~  
690 ~~minimum, include general education core courses pursuant to s.~~  
691 ~~1007.25; and industry certifications offered, including online~~  
692 ~~course availability; the high school and college credits earned~~  
693 ~~for each postsecondary course completed and industry~~  
694 ~~certification earned; student eligibility criteria; and the~~  
695 ~~enrollment process and relevant deadlines.~~

696 (c) Describe the methods, medium, and process by which



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697 students and their parents are annually informed about the  
698 availability of the early college ~~collegiate high school~~  
699 program, the return on investment associated with participation  
700 in the early college program, and the information described in  
701 paragraphs (a) and (b).

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

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

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

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

711 ~~(3)(4)~~ Each student participating in an early college ~~a~~  
712 ~~collegiate high school~~ program must enter into a student  
713 performance contract, which must be signed by the student, the  
714 parent or legal guardian, and a representative of the school  
715 district and the ~~applicable~~ Florida College System institution  
716 ~~partner, state university,~~ or other eligible postsecondary  
717 institution partner participating pursuant to subsection (4)  
718 ~~(5)~~. The performance contract must, at a minimum, specify  
719 ~~include~~ the schedule of courses, by semester, and industry  
720 certifications to be taken by the student, if any; student  
721 attendance requirements; ~~and~~ course grade requirements; and the  
722 applicability of such courses to an associate degree or a  
723 baccalaureate degree.

724 ~~(4)(5)~~ In addition to executing a contract with the local  
725 Florida College System institution under this section, a

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

740 ~~(5)(6)~~ The early college ~~collegiate high school~~ program  
741 shall be funded pursuant to ss. 1007.271 and 1011.62. The State  
742 Board of Education shall enforce compliance with this section by  
743 withholding the transfer of funds for the school districts and  
744 the Florida College System institutions in accordance with s.  
745 1008.32.

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

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

754 1009.31 Dual Enrollment Scholarship Program.-

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

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

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

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

774 (4) A student participating in a dual enrollment program  
 775 must meet the minimum eligibility requirements specified in s.  
 776 1007.271 in order for the institution to receive a  
 777 reimbursement.

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

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784 education program students who were enrolled during the summer  
 785 terms. For each dual enrollment course in which the student is  
 786 enrolled, the report must include a unique student identifier,  
 787 the postsecondary institution name, the postsecondary course  
 788 number, the postsecondary course name, and the number of  
 789 postsecondary course credits earned by the student.

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

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

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

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

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

812 (9) The State Board of Education shall adopt rules to

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813 implement this section.

814 Section 4. Paragraph (i) of subsection (1) of section  
815 1011.62, Florida Statutes, is amended to read:

816 1011.62 Funds for operation of schools.—If the annual  
817 allocation from the Florida Education Finance Program to each  
818 district for operation of schools is not determined in the  
819 annual appropriations act or the substantive bill implementing  
820 the annual appropriations act, it shall be determined as  
821 follows:

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

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

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

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842 conducting the dual enrollment instruction. Early admission  
843 students shall be considered dual enrollments for funding  
844 purposes. Students may be enrolled in dual enrollment  
845 instruction provided by an eligible independent college or  
846 university and may be included in calculations of full-time  
847 equivalent student memberships for basic programs for grades 9  
848 through 12 by a district school board. However, those provisions  
849 of law which exempt dual enrolled and early admission students  
850 from payment of instructional materials and tuition and fees,  
851 including laboratory fees, shall not apply to students who  
852 select the option of enrolling in an eligible independent  
853 institution. ~~An independent college or university, which is not  
854 for profit, is accredited by a regional or national accrediting  
855 agency recognized by the United States Department of Education,  
856 and confers degrees as defined in s. 1005.02 shall be eligible  
857 for inclusion in the dual enrollment or early admission program.  
858 Students enrolled in dual enrollment instruction shall be exempt  
859 from the payment of tuition and fees, including laboratory fees.~~  
860 No student enrolled in college credit mathematics or English  
861 dual enrollment instruction shall be funded as a dual enrollment  
862 unless the student has successfully completed the relevant  
863 section of the entry-level examination required pursuant to s.  
864 1008.30.

865 2. For students enrolled in an early college program  
866 pursuant to s. 1007.273, a value of 0.16 full-time equivalent  
867 student membership shall be calculated for each student who  
868 completes a general education core course through the dual  
869 enrollment program with a grade of "C" or higher. For students  
870 who are not enrolled in an early college program, a value of

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 871 0.08 full-time equivalent student membership shall be calculated  
 872 for each student who completes a general education core course  
 873 through the dual enrollment program with a grade of "C" or  
 874 higher. Additionally, a value of 0.3 full-time equivalent  
 875 student membership shall be calculated for any student who  
 876 receives an associate degree through the dual enrollment program  
 877 with a 3.0 grade point average or higher. Such value shall be  
 878 added to the total full-time equivalent student membership in  
 879 basic programs for grades 9 through 12 in the subsequent fiscal  
 880 year. This subparagraph shall be applicable to credit earned by  
 881 dually enrolled students for courses taken in the 2020-2021  
 882 school year and each subsequent school year thereafter. If the  
 883 associate degree is earned in 2020-2021 following completion of  
 884 courses taken in the 2020-2021 school year, courses taken toward  
 885 the degree as part of the dual enrollment program before 2020-  
 886 2021 may not preclude eligibility for the 0.3 additional full-  
 887 time equivalent student membership bonus. Each school district  
 888 shall allocate at least 50 percent of the funds received from  
 889 the dual enrollment bonus FTE funding in accordance with this  
 890 paragraph to the schools that generated funds to support student  
 891 academic guidance and postsecondary readiness.

892 3. For the purposes of this paragraph, general education  
 893 core courses are those that are identified in rule by the State  
 894 Board of Education and in regulation by the Board of Governors  
 895 pursuant to s. 1007.25(3).

896 Section 5. Paragraph (a) of subsection (6) of section  
 897 1002.20, Florida Statutes, is amended to read:

898 1002.20 K-12 student and parent rights.—Parents of public  
 899 school students must receive accurate and timely information

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 900 regarding their child's academic progress and must be informed  
 901 of ways they can help their child to succeed in school. K-12  
 902 students and their parents are afforded numerous statutory  
 903 rights including, but not limited to, the following:  
 904 (6) EDUCATIONAL CHOICE.—  
 905 (a) *Public educational school choices.*—Parents of public  
 906 school students may seek any public educational school choice  
 907 options that are applicable and available to students throughout  
 908 the state. These options may include controlled open enrollment,  
 909 single-gender programs, lab schools, virtual instruction  
 910 programs, charter schools, charter technical career centers,  
 911 magnet schools, alternative schools, special programs, auditory-  
 912 oral education programs, advanced placement, dual enrollment,  
 913 International Baccalaureate, International General Certificate  
 914 of Secondary Education (pre-AICE), CAPE digital tools, CAPE  
 915 industry certifications, early college ~~collegiate high school~~  
 916 programs, Advanced International Certificate of Education, early  
 917 admissions, credit by examination or demonstration of  
 918 competency, the New World School of the Arts, the Florida School  
 919 for the Deaf and the Blind, and the Florida Virtual School.  
 920 These options may also include the public educational choice  
 921 options of the Opportunity Scholarship Program and the McKay  
 922 Scholarships for Students with Disabilities Program.  
 923 Section 6. Paragraph (c) of subsection (10) of section  
 924 1003.4282, Florida Statutes, is amended to read:  
 925 1003.4282 Requirements for a standard high school diploma.—  
 926 (10) STUDENTS WITH DISABILITIES.—Beginning with students  
 927 entering grade 9 in the 2014-2015 school year, this subsection  
 928 applies to a student with a disability.

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929 (c) A student with a disability who meets the standard high  
 930 school diploma requirements in this section may defer the  
 931 receipt of a standard high school diploma if the student:

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

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

941 The State Board of Education shall adopt rules under ss.  
 942 120.536(1) and 120.54 to implement this subsection, including  
 943 rules that establish the minimum requirements for students  
 944 described in this subsection to earn a standard high school  
 945 diploma. The State Board of Education shall adopt emergency  
 946 rules pursuant to ss. 120.536(1) and 120.54.

948 Section 7. Paragraph (a) of subsection (1) of section  
 949 1003.436, Florida Statutes, is amended to read:

950 1003.436 Definition of "credit."—

951 (1) (a) For the purposes of requirements for high school  
 952 graduation, one full credit means a minimum of 135 hours of bona  
 953 fide instruction in a designated course of study that contains  
 954 student performance standards, except as otherwise provided  
 955 through the Credit Acceleration Program (CAP) under s.  
 956 1003.4295(3). One full credit means a minimum of 120 hours of  
 957 bona fide instruction in a designated course of study that

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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958 contains student performance standards for purposes of meeting  
 959 high school graduation requirements in a district school that  
 960 has been authorized to implement block scheduling by the  
 961 district school board. The State Board of Education shall  
 962 determine the number of postsecondary credit hours earned  
 963 through dual enrollment pursuant to s. 1007.271 that satisfy the  
 964 requirements of a dual enrollment articulation agreement  
 965 according to s. 1007.271(21) and that equal one full credit of  
 966 the equivalent high school course identified pursuant to s.  
 967 1007.271(10) ~~s. 1007.271(9)~~.

968 Section 8. For the purpose of incorporating the amendment  
 969 made by this act to section 1011.62, Florida Statutes, in a  
 970 reference thereto, paragraph (d) of subsection (1) of section  
 971 1011.68, Florida Statutes, is reenacted to read:

972 1011.68 Funds for student transportation.—The annual  
 973 allocation to each district for transportation to public school  
 974 programs, including charter schools as provided in s.  
 975 1002.33(17)(b), of students in membership in kindergarten  
 976 through grade 12 and in migrant and exceptional student programs  
 977 below kindergarten shall be determined as follows:

978 (1) Subject to the rules of the State Board of Education,  
 979 each district shall determine the membership of students who are  
 980 transported:

981 (d) By reason of being career, dual enrollment, or students  
 982 with disabilities transported from one school center to another  
 983 to participate in an instructional program or service; or  
 984 students with disabilities, transported from one designation to  
 985 another in the state, provided one designation is a school  
 986 center and provided the student's individual educational plan

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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987 (IEP) identifies the need for the instructional program or  
988 service and transportation to be provided by the school  
989 district. A "school center" is defined as a public school  
990 center, Florida College System institution, state university, or  
991 other facility rented, leased, or owned and operated by the  
992 school district or another public agency. A "dual enrollment  
993 student" is defined as a public school student in membership in  
994 both a public secondary school program and a Florida College  
995 System institution or a state university program under a written  
996 agreement to partially fulfill ss. 1003.435 and 1007.23 and  
997 earning full-time equivalent membership under s. 1011.62(1)(i).  
998 Section 9. This act shall take effect July 1, 2020.

THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/2020  
Meeting Date

SB 1246  
Bill Number (if applicable)

Topic Dual Enrollment

Amendment Barcode (if applicable)

Name Wayne Bertsch (BERTSCH)

Job Title Gov Relations

Address 7227 Land o Lakes Blvd  
Street

Phone 850 251 1835

Land o Lakes, FL 34637  
City State Zip

Email jbertsch@pasco.k12.fl.us

Speaking:  For  Against  Information

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

Representing Pasco County Schools

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

This form is part of the public record for this meeting

THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/2020

Meeting Date

531246

Bill Number (if applicable)

Topic DUAL Enrollment

Amendment Barcode (if applicable)

Name Dr. HOWARD BURKE

Job Title Exec. Director

Address Pd Box 10009

Phone 850-545-6951

1614 Sasser 7 32302  
City State Zip

Email dochgb777@gmail.com

Speaking:  For  Against  Information

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

Representing Florida Assoc. of Christian Colleges & Schools

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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



**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/2020

*Meeting Date*

SB 1246

*Bill Number (if applicable)*

Topic SB 1246 - Dual Enrollment

*Amendment Barcode (if applicable)*

Name Bethany Swonson

Job Title Deputy Chief of Staff

Address 325 W. Gaines Street

Phone \_\_\_\_\_

*Street*

Tallahassee

FL

32399

Email \_\_\_\_\_

*City*

*State*

*Zip*

Speaking:  For  Against  Information

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

Representing Florida Department of Education

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

S-001 (10/14/14)

THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

2/18/2000  
Meeting Date

SB 1246  
Bill Number (if applicable)

Topic Dual Enrollment

Amendment Barcode (if applicable)

Name James Herzog

Job Title Associate Director for Education

Address 201 West Park Ave  
Street

Phone (850)205-6823

Tallahassee FL 32301  
City State Zip

Email jherzog@flaccb.org

Speaking:  For  Against  Information

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

Representing Florida conference of Catholic Bishops

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

18 Feb 2020

*Meeting Date*

1246

*Bill Number (if applicable)*

Topic Dual Enrollment

*Amendment Barcode (if applicable)*

Name James Mosteller

Job Title Advocacy Associate

Address 215 S. Monroe Street

Phone 850-727-3712

*Street*

Tallahassee

FL

32301

Email JamesM@excelined.org

*City*

*State*

*Zip*

Speaking:  For  Against  Information

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

Representing Foundation for Florida's Future

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

S-001 (10/14/14)

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2-18-20  
Meeting Date

5B 1246  
Bill Number (if applicable)

471838  
Amendment Barcode (if applicable)

Topic Dual Enrollment

Name Brenda Dickinson

Job Title Consulting/Lobbyist

Address 1427 Pine St  
Street

Phone 850-264-2184

Tallahassee  
City State Zip

Email CONSULTINGBRENDA@GMAIL  
com

Speaking:  For  Against  Information

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

Representing Florida Council of Independent Schools

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

**The Florida Senate**  
**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/CS/SB 1628 (231978)

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

**SUBJECT:** Holocaust Education

**DATE:** February 20, 2020

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

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Dew</u>	<u>Sikes</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	<u>Recommend: Fav/CS</u>
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/CS/SB 1628 expands the required instruction associated with the history of the Holocaust. Specifically, the bill:

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

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

The bill takes effect July 1, 2020.

## II. Present Situation:

### Required Instruction in Florida

Florida law specifies required standards and instruction for public school students. Instructional staff of public schools, subject to the rules of the State Board of Education and the district school board, are required by law to teach prescribed courses of study, including the following historical subject matter:<sup>1</sup>

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

### *The History of the Holocaust*

Florida Law was amended in 1994 to require instruction on the history of the Holocaust.<sup>2</sup> Florida school districts must report to the Commissioner of Education (commissioner), annually by July 1, details on the specific courses delivered for each grade level, as well as the materials and resources used, to deliver instruction for all required instruction, including the history of the Holocaust.<sup>3</sup>

The social studies standards for grades 9-12 World History<sup>4</sup> and American History<sup>5</sup> include standards on teaching about the Holocaust. These standards require students to be able to:

---

<sup>1</sup> Section 1003.42(2), F.S.

<sup>2</sup> Florida Department of Education, *Commission of Education's Task Force on Holocaust Education*, <http://www.fldoe.org/holocausteducation> (last visited Jan. 29, 2020). See s. 1003.42(2)(g), F.S.

<sup>3</sup> Rule 6A-1.094124, F.A.C.

<sup>4</sup> CPALMS, Standards, Social Studies, World History, *SS.912.W.7.8*, available at <https://www.cpalms.org/Public/PreviewStandard/Preview/3497> (last visited Jan. 29, 2020).

<sup>5</sup> CPALMS, Standards, Social Studies, American History, *SS.912.A.6.7*, available at <https://www.cpalms.org/Public/PreviewStandard/Preview/3371> (last visited Jan. 30, 2020); CPALMS, Standards, Social Studies, American History, *SS.912.A.6.3*, available at <https://www.cpalms.org/Public/PreviewStandard/Preview/3367> (last visited Jan. 30, 2020).

- Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, nineteenth century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.<sup>6</sup>
- Analyze the impact of the Holocaust during World War II on Jews as well as other groups.<sup>7</sup>

### Commissioner's Task Force on Holocaust Education

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

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

### **Discrimination Policy**

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

Examples of anti-Semitism include:<sup>11</sup>

- Calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion.
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews.
- Accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust.
- Accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations.

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<sup>6</sup> CPALMS, *supra* note 4.

<sup>7</sup> Another related standard requires students to be able to describe the attempts to promote international justice through the Nuremberg Trials. CPALMS, *supra* note 5.

<sup>8</sup> See Florida Department of Education, *supra* note 2.

<sup>9</sup> Section 1000.05(1)-(2), F.S.

<sup>10</sup> "Anti-Semitism" is defined as including a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestation of anti-Semitism directed toward a person, his or her property, or toward Jewish community institutions or religious facilities. Section 1000.05(7), F.S.

<sup>11</sup> Section 1000.05(7)(a), F.S.

Examples of anti-Semitism related to Israel include:<sup>12</sup>

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

### **III. Effect of Proposed Changes:**

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

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

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

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

The bill takes effect July 1, 2020.

### **IV. Constitutional Issues:**

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

None.

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

None.

#### **C. Trust Funds Restrictions:**

None.

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<sup>12</sup> Section 1000.05(7)(b), F.S.



D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

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

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends section 1003.42 of the Florida Statutes.

**IX. Additional Information:**

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

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

The committee substitute makes the following changes to the bill:

- Replaces the requirement that the Department of Education (DOE) prepare and offer curriculum standards and the authorization for the DOE to work with the Florida

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<sup>13</sup> Email from Elizabeth Moya, Director of Legislative Affairs, Florida Department of Education (February 12, 2020) (on file with the Appropriations Subcommittee on Education).

Holocaust Museum and other state or nationally recognized Holocaust educational organizations with options to:

- Use the State of Florida Resource Manuals on Holocaust Education or develop such alternative or additional curricula as deemed appropriate by the DOE; and
- Work with the Commissioner of Education's Task Force on Holocaust Education to develop grade-appropriate curricula, training for instructional personnel, and classroom resources for the required instruction on the history of the Holocaust.
- Removes the requirement for charter schools to annually certify and provide evidence to the DOE, in a manner prescribed by the DOE, that the requirements on instruction in the history of the Holocaust are met.
- Designates the second week in November as Holocaust Education Week.
- Requires the Commissioner of Education's Task Force on Holocaust Education to annually rank each school district on their efficacy of their Holocaust curriculum and instruction.

**CS by Education on February 10, 2020:**

The committee substitute amends the required instruction associated with the history of the Holocaust to:

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

**B. Amendments:**

None.



535804

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/20/2020	.	
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	.	
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Appropriations Subcommittee on Education (Book) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 38 - 44  
and insert:  
department may use the State of Florida Resource Manuals on  
Holocaust Education or may develop such alternative or  
additional curricula as deemed appropriate by the department.  
The department may work with the Commissioner of Education's  
Task Force on Holocaust Education to develop grade-appropriate  
curricula, training for instructional personnel, and classroom



535804

11 resources for the instruction required by this paragraph. The  
12 second week in November shall be designated as Holocaust  
13 Education Week, in recognition that November is the anniversary  
14 of Kristallnacht, widely recognized as a precipitating event  
15 that led to the Holocaust. Any school district superintendent  
16 found to not be in compliance with Holocaust education  
17 requirements shall be subject to a salary reduction of \$10,000.  
18

19 ===== T I T L E A M E N D M E N T =====

20 And the title is amended as follows:

21 Delete line 10

22 and insert:

23 instruction; designating the second week in November  
24 as Holocaust Education Week; providing for a salary  
25 reduction for school superintendents not in compliance  
26 with Holocaust education requirements; providing an  
27 effective date.



309232

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/20/2020	.	
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Appropriations Subcommittee on Education (Book) recommended the following:

1           **Senate Amendment to Amendment (535804) (with title**  
2 **amendment)**

3  
4           Delete lines 15 - 17  
5 and insert:

6 that led to the Holocaust. The Commissioner of Education's Task  
7 Force on Holocaust Education shall rank yearly all school  
8 districts based on the efficacy of their Holocaust curriculum  
9 and instruction. The rankings shall be published yearly by the  
10 Department of Education and made available to the public.



309232

11  
12  
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15  
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18  
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20

===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete lines 24 - 26

and insert:

as Holocaust Education Week; requiring the Department  
of Education to rank school districts based on the  
efficacy of their Holocaust curriculum and  
instruction; requiring the department to publish those  
rankings; providing an



446244

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/20/2020	.	
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Appropriations Subcommittee on Education (Book) recommended the following:

**Senate Amendment (with title amendment)**

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

===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete line 5  
and insert:



446244

11

providing school district and



By the Committee on Education; and Senators Book, Hooper, Rader,  
Berman, and Cruz

581-03382-20

20201628c1

1 A bill to be entitled  
2 An act relating to Holocaust education; amending s.  
3 1003.42, F.S.; including the study of a specified  
4 policy against anti-Semitism in specified instruction;  
5 providing school district, charter school, and  
6 Department of Education requirements relating to such  
7 instruction; authorizing the department to work with  
8 certain Holocaust educational organizations for  
9 specified purposes relating to the required  
10 instruction; providing an effective date.  
11  
12 Be It Enacted by the Legislature of the State of Florida:  
13  
14 Section 1. Paragraph (g) of subsection (2) of section  
15 1003.42, Florida Statutes, is amended to read:  
16 1003.42 Required instruction.—  
17 (2) Members of the instructional staff of the public  
18 schools, subject to the rules of the State Board of Education  
19 and the district school board, shall teach efficiently and  
20 faithfully, using the books and materials required that meet the  
21 highest standards for professionalism and historical accuracy,  
22 following the prescribed courses of study, and employing  
23 approved methods of instruction, the following:  
24 (g) The history of the Holocaust (1933-1945), the  
25 systematic, planned annihilation of European Jews and other  
26 groups by Nazi Germany, a watershed event in the history of  
27 humanity, to be taught in a manner that leads to an  
28 investigation of human behavior, an understanding of the  
29 ramifications of prejudice, racism, and stereotyping, and an

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-03382-20

20201628c1

30 examination of what it means to be a responsible and respectful  
31 person, for the purposes of encouraging tolerance of diversity  
32 in a pluralistic society and for nurturing and protecting  
33 democratic values and institutions, including the policy against  
34 anti-Semitism, as described in s. 1000.05(7). Each school  
35 district and charter school must annually certify and provide  
36 evidence to the department, in a manner prescribed by the  
37 department, that the requirements of this paragraph are met. The  
38 department shall prepare and offer curriculum standards for the  
39 instruction required by this paragraph and may work with the  
40 Florida Holocaust Museum and other state or nationally  
41 recognized Holocaust educational organizations to develop grade-  
42 appropriate curricula, training for instructional personnel, and  
43 classroom resources for the instruction required by this  
44 paragraph.  
45  
46 The State Board of Education is encouraged to adopt standards  
47 and pursue assessment of the requirements of this subsection. A  
48 character development program that incorporates the values of  
49 the recipients of the Congressional Medal of Honor and that is  
50 offered as part of a social studies, English Language Arts, or  
51 other schoolwide character building and veteran awareness  
52 initiative meets the requirements of paragraphs (s) and (t).  
53 Section 2. This act shall take effect July 1, 2020.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

**From:** [Moya, Elizabeth](#)  
**To:** [Underhill, Brian](#)  
**Subject:** RE: SB 1628  
**Date:** Wednesday, February 12, 2020 5:10:37 PM

---

Yes the department is able to absorb the cost.

---

**From:** Underhill, Brian [mailto:Brian.Underhill@LASPBS.STATE.FL.US]

**Sent:** Wednesday, February 12, 2020 3:54 PM

**To:** Moya, Elizabeth

**Subject:** SB 1628

Elizabeth,

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



## THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

### COMMITTEES:

Children, Families, and Elder Affairs, *Chair*  
Appropriations  
Appropriations Subcommittee on Education  
Appropriations Subcommittee on Health and Human  
Services  
Health Policy  
Rules

### JOINT COMMITTEE:

Joint Legislative Budget Commission

### SENATOR LAUREN BOOK

32nd District

February 10, 2020

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

Chair Stargel:

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

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

Thank you,

A handwritten signature in cursive script that reads "Lauren Book".

Senator Lauren Book  
Senate District 32

Cc: Tim Elwell, Staff Director  
JoAnne Bennett, Administrative Assistant

#### REPLY TO:

- 967 Nob Hill Road, Plantation, Florida 33324 (954) 424-6674
- 202 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5032

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

**BILL GALVANO**  
President of the Senate

**DAVID SIMMONS**  
President Pro Tempore

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2-18-20

Meeting Date

1628

Bill Number (if applicable)

309232

Amendment Barcode (if applicable)

AA.

Topic Holocaust Education

Name Chris Doolin

Job Title Consultant

Address 1118 B Thomasville Rd.

Street

Tallahassee, Fla. 32303

City

State

Zip

Phone 850-508-5492

Email cdoolin@netally.com

Speaking:  For  Against  Information

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

Representing Small School Districts Council Consortium

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

This form is part of the public record for this meeting

S 001 (10/14/14)

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2-18-20

Meeting Date

1628

Bill Number (if applicable)

535804

Amendment Barcode (if applicable)

Topic Amendment # 535804

Name Elizabethn Gelman

Job Title Executive Director

Address 55 5th St

Street

St. Pete

City

FL

State

33701

Zip

Phone 727-820-1000

Email egelman@theFHM.org

Speaking:  For  Against  Information

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

Representing The Florida Holocaust Museum

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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S-001 (10/14/14)

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2-19-20

Meeting Date

1628

Bill Number (if applicable)

535804

Amendment Barcode (if applicable)

Topic Amendment # 535804

Name Mark Anderson

Job Title Lobbyist

Address 110 S Monroe St  
Street

Phone 813-205-0658

Tallahassee FL 32301  
City State Zip

Email mark@consultanderson.com

Speaking:  For  Against  Information

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

Representing The Florida Holocaust Museum

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2-18-20

Meeting Date

1628

Bill Number (if applicable)

Topic \_\_\_\_\_

Amendment Barcode (if applicable)

Name Greg Pound

Job Title \_\_\_\_\_

Address 9166 Sunrise

Phone \_\_\_\_\_

Street

Largo FL 33773

Email \_\_\_\_\_

City

State

Zip

Speaking:  For  Against  Information

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

Representing Saving Families

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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S-001 (10/14/14)

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/20  
Meeting Date

1628  
Bill Number (if applicable)

Topic Holocaust

Amendment Barcode (if applicable)

Name Rev Dr Russell Meyer

Job Title Exec Dir

Address 3838 W CYPRESS ST  
Street

Phone 813 435 5335

TAMPA FL 33607  
City State Zip

Email \_\_\_\_\_

Speaking:  For  Against  Information

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

Representing FL COUNCIL OF CHURCHES

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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



1:30-3:30 pm 412 B

THE FLORIDA SENATE

APPEARANCE RECORD

02-18-2020  
Meeting Date

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

SB 1628  
Bill Number (if applicable)

Topic Holocaust Education

Amendment Barcode (if applicable)

Name Amy Datz

Job Title Retired Environmental Scientist

Address

Phone (850) 322-7599

Street

Tallahassee

Email amalove.datz@gmail.com

City

State

Zip

Speaking:  For  Against  Information

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

Representing Self.

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/1

Meeting Date

SB1628

Bill Number (if applicable)

Topic Holocaust Education

Amendment Barcode (if applicable)

Name Barbara Goldstein

Job Title Chair Holocaust Education Task Force

Address DOE - Dept of Education

Phone 850-443-9649

Street

Tallahassee

City

State

Zip

Email

Speaking:  For  Against  Information

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

Representing Holocaust Education Task Force

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/2020

*Meeting Date*

SB 1628

*Bill Number (if applicable)*

Topic SB 1628 - Holocaust Education

*Amendment Barcode (if applicable)*

Name Bethany Swonson

Job Title Deputy Chief of Staff

Address 325 W. Gaines Street

Phone \_\_\_\_\_

*Street*

Tallahassee

FL

32399

Email \_\_\_\_\_

*City*

*State*

*Zip*

Speaking:  For  Against  Information

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

Representing Florida Department of Education

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

S-001 (10/14/14)

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

---

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

---

BILL: CS/SB 1750

INTRODUCER: Education Committee and Senator Montford

SUBJECT: High School Graduation Requirements

DATE: February 17, 2020

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

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

---

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

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

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

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

The bill takes effect on July 1, 2020.

**II. Present Situation:**

**High School Graduation Requirements**

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

- Twenty-four credit program.<sup>1</sup>

---

<sup>1</sup> Section 1003.4282(1), F.S.

- Eighteen credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option.<sup>2</sup>
- Career and Technical Education (CTE) Pathway.<sup>3</sup>
- International Baccalaureate (IB) curriculum.<sup>4</sup>
- Advanced International Certificate of Education (AICE) curriculum.<sup>5</sup>

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

### ***24-Credit Requirement to Earn a Standard High School Diploma***

To graduate with a standard high school diploma under the 24-credit option, a student must complete:<sup>7</sup>

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

<sup>2</sup> Section 1002.3105, F.S.

<sup>3</sup> Section 1003.4282(11), F.S.

<sup>4</sup> Section 1003.4282(1), F.S.

<sup>5</sup> *Id.*

<sup>6</sup> Florida Department of Education, *Career and Technical Education (CTE) Courses that Meet the Practical Arts High School Graduation Requirement, 2019-2020*, available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1920PACourses.pdf>.

<sup>7</sup> Section 1003.4282(3), F.S. In addition, a student who earns credit upon completion of an apprenticeship or preapprenticeship program registered with the Department of Education may use such credit to satisfy the practical arts high school graduation credit requirement. The SBE must approve and identify in the Course Code Directory the apprenticeship and preapprenticeship programs that may be used. Section 1003.4282(8)(a)3., F.S.

<sup>8</sup> Two of the three required science credits must have a laboratory component. Section 1003.4282(3)(c), F.S.

<sup>9</sup> Section 1003.4282(3)(e), F.S. The Course Code Directory (CCD) lists all public pre-K-12 and postsecondary career and technical education courses available for use by school districts. Programs and courses funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The CCD maintains course listings for administration and service assignments, K-12 education, exceptional student education, career and technical education, and adult education. Rule 6A-1.09441, F.A.C.

### ***18-Credit Requirement to Earn a Standard High School Diploma***

Students may also earn a standard high school diploma after completing a specified 18 credits under the ACCEL option, which provides an academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.<sup>10</sup>

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

### **Career and Technical Education**

Career and technical education refers to organized educational activities that:<sup>12</sup>

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

The CTE section of the CCD lists secondary and postsecondary courses in the 17 career clusters<sup>13</sup> as well as courses that provide internship, on-the-job training, employability skills, and

<sup>10</sup> Section 1002.3105(5), F.S.

<sup>11</sup> Section 1002.3105(5), F.S. An adult student enrolled in an adult general education program specified in s. 1004.93, F.S., must be awarded a standard high school diploma if the student meets the specified requirements for the 24-credit pathway or the ACCEL option, except that: (1) one elective credit may be substituted for the one credit requirement in fine or performing arts, speech and debate, or practical arts; (2) the requirement that two of the science credits include a laboratory component may be waived by the district school board; and (3) the one credit in physical education may be substituted with an elective credit. Section 1003.4282(6)(b), F.S.

<sup>12</sup> 20 U.S.C. 2302(3), Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act*, as amended through Public Law 116-6 (Feb. 15, 2019).

<sup>13</sup> CTE programs are aligned to a career cluster and detailed in curriculum frameworks. The 17 career clusters are: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Business, Management & Administration; Education & Training; Energy; Engineering & Technology Education; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Marketing, Sales & Service; and Transportation, Distribution & Logistics. Florida Department of Education, *2019-20 CTE Curriculum Frameworks*, <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2019-20-frameworks> (last visited Jan. 4, 2020).

preapprenticeship opportunities.<sup>14</sup> Participation in career education courses engages students in their high school education, increases academic achievement, enhances employability, and increases postsecondary success.<sup>15</sup>

Florida law<sup>16</sup> requires the Department of Education to develop, for approval by the State Board of Education (SBE), career education courses or a series of courses that satisfy general high school credit requirements. Students taking these courses can earn credit in both the career education course and the course required for a standard high school diploma.<sup>17</sup> The SBE has approved career education courses that satisfy credit requirements for practical arts, economics, and science.<sup>18</sup>

### III. Effect of Proposed Changes:

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

The bill may remove the requirement that the Department of Education identify practical arts courses that meet specified requirements. In addition, because there are currently more than 2,600 secondary and postsecondary CTE courses in the CCD,<sup>19</sup> students may have additional CTE opportunities to complete the specified high school graduation requirement.

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

The bill takes effect on July 1, 2020.

---

<sup>14</sup> Florida Department of Education, *2019-2020 Course Code Directory – Section 5: Career and Technical Education (CTE)* (SBE approved Mar. 19, 2019), available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1920-CCD-CTE.pdf>.

<sup>15</sup> Section 1003.4282(8)(a), F.S.

<sup>16</sup> Section 1003.4282(8), F.S.

<sup>17</sup> Section 1003.4282(8)(a), F.S.

<sup>18</sup> Florida Department of Education, *CTE Courses that Fulfill the Graduation Designation for Economics, Equally Rigorous Science and Practical Arts 2019-20*, available at <http://fldoe.org/core/fileparse.php/5652/urlt/1920coursesPAEQEC.xlsx>.

<sup>19</sup> Senate Staff Analysis of Florida Department of Education, *2019-2020 Course Directory, Section 5 - Career and Technical Education Programs and Courses*, available at <http://www.fldoe.org/policy/articulation/ccd/2019-2020-course-directory.stml>.

**IV. Constitutional Issues:**

## A. Municipality/County Mandates Restrictions:

None.

## B. Public Records/Open Meetings Issues:

None.

## C. Trust Funds Restrictions:

None.

## D. State Tax or Fee Increases:

None.

## E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

## A. Tax/Fee Issues:

None.

## B. Private Sector Impact:

None.

## C. Government Sector Impact:

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

**VI. Technical Deficiencies:**

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

**VII. Related Issues:**

None.



**VIII. Statutes Affected:**

This bill substantially amends section 1003.4282 of the Florida Statutes.

**IX. Additional Information:**

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

**CS by Education on February 10, 2020:**

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

- B. **Amendments:**

None.

By the Committee on Education; and Senator Montford

581-03383-20

20201750c1

1                           A bill to be entitled  
2       An act relating to high school graduation  
3       requirements; amending s. 1003.4282, F.S.; revising  
4       the credit requirements to earn a standard high school  
5       diploma to include career and technical education  
6       rather than practical arts; specifying that eligible  
7       courses are identified in the Course Code Directory;  
8       providing an effective date.  
9  
10   Be It Enacted by the Legislature of the State of Florida:  
11  
12       Section 1. Paragraph (e) of subsection (3) of section  
13   1003.4282, Florida Statutes, is amended to read:  
14       1003.4282 Requirements for a standard high school diploma.-  
15       (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
16   REQUIREMENTS.-  
17       (e) *One credit in fine or performing arts, speech and*  
18   *debate, or career and technical education (CTE) ~~practical arts~~.*-  
19   ~~The practical arts course must incorporate artistic content and~~  
20   ~~techniques of creativity, interpretation, and imagination.~~  
21   Eligible CTE ~~practical arts~~ courses are identified in the Course  
22   Code Directory.  
23       Section 2. This act shall take effect July 1, 2020.

THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

2/18/20

Meeting Date

1750

Bill Number (if applicable)

Topic Graduation Requirements

Amendment Barcode (if applicable)

Name Nancy Stewart

Job Title \_\_\_\_\_

Address 1400 Village Square Blvd Ste 3-156

Phone 850.385.7805

Street

Tallahassee

City

FL

State

32312

Zip

Email nancy.stewart@nancyblackstewart.com

Speaking:  For  Against  Information

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

Representing Manufacturers Association of Florida

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

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

2/18/20

Meeting Date

1750

Bill Number (if applicable)

Topic High School Graduation Requirements

Amendment Barcode (if applicable)

Name Marsan Carr

Job Title Executive Director

Address 9210 SW 68th Dr.

Street

Lake Butler, FL

City

State

Zip

Phone

Email factexec@facte.org

Speaking: [ ] For [ ] Against [ ] Information

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

Representing Florida Association for Career and Technical Education

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

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

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

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# THE FLORIDA SENATE APPEARANCE RECORD

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

2/18/20  
Meeting Date

1750  
Bill Number (if applicable)

Topic High School Graduation Requirements

Amendment Barcode (if applicable)

Name Jodi Tillman

Job Title Director

Address 3233 S. Bryon Butler Parkway  
Street

Phone 850-338-2545

Perry, FL  
City State Zip

Email \_\_\_\_\_

Speaking:  For  Against  Information

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

Representing Big Bend Technical College, Taylor County Schools

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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

# THE FLORIDA SENATE APPEARANCE RECORD

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

2/18/20

Meeting Date

1750

Bill Number (if applicable)

Topic High School Graduation Requirements

Amendment Barcode (if applicable)

Name Dr. Danny Glover

Job Title Superintendent of Schools

Address 318 N. Clark St.

Phone 850-838-2500

Street

Perry, FL

Email \_\_\_\_\_

City

State

Zip

Speaking:  For  Against  Information

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

Representing Taylor County Schools

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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THE FLORIDA SENATE  
APPEARANCE RECORD

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

2-18-20

Meeting Date

CS/SB 1750

Bill Number (if applicable)

Topic High School Graduation Requirement

Amendment Barcode (if applicable)

Name Jane Wellman

Job Title Teacher

Address 16036 Creek Haven Dr.

Phone 850-814-9615

Street

Fountain

FL

3234

Email janeann32438@

City

State

Zip

outlook.com

Speaking:  For  Against  Information

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

Representing self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/2020

Meeting Date

SB 1750

Bill Number (if applicable)

Topic \_\_\_\_\_

Amendment Barcode (if applicable)

Name Mike Kemp

Job Title Teacher

Address 8010 Grove Ct

Phone 239-850-5168

Street

Labelle

City

FL

State

33935

Zip

Email DUGSDEN@YAHOO.COM

Speaking:  For  Against  Information

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

Representing Self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

2/18/2020

Meeting Date

CS/SB 1750

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Kim Skelton

Job Title teacher

Address 9095 Airway Dr #1511

Phone 850-776-5365

Street

Pensacola FL 32533

City

State

Zip

Email Kimberj92@gmail.com

Speaking:  For  Against  Information

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

Representing Public Education teachers - self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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THE FLORIDA SENATE  
APPEARANCE RECORD

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

2-18-2020  
Meeting Date

CS/SB 750  
Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Melissa Mapp Francisco

Job Title CTE Teacher

Address 548 NW

Phone 904-887-2987

lake City FL 32055  
City State Zip

Email GOA197@icloud.com

Speaking:  For  Against  Information

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

Representing Self - Melissa

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/2020

Meeting Date

CS/SB 1750

Bill Number (if applicable)

Topic Education (Public)

Amendment Barcode (if applicable)

Name Mary Rivera

Job Title Teacher

Address 14715 NE 112<sup>th</sup> Ct.

Phone 352 789-2996

Street

Fort McCoy, FL 32134

Email smg4gloay2@gmail.com

City

State

Zip

Speaking:  For  Against  Information

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

Representing Public School Educators

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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S-001 (10/14/14)

THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

21

Meeting Date

CS/SB 1750

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Kimberly Garman

Job Title Public School PreK Teacher

Address PO BOX 698

Phone 850 324 5969

Street

City

Cantonment

FL

State

32533

Zip

Email kag284@gmail.com

Speaking:  For  Against  Information

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

Representing Self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/20  
Meeting Date

CS/SB 1750  
Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Sheila Watson

Job Title PreK Teacher

Address 8806 SW Sundown Creek

Phone 850-809-0415

Street

Greenville

FL

32331

City

State

Zip

Email Sheilalyn7@yahoo.com

Speaking:  For  Against  Information

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

Representing myself

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

2/18/20

Meeting Date

CS / SB 1750  
Bill Number (if applicable)

Topic \_\_\_\_\_

Amendment Barcode (if applicable)

Name Ryan Caudill

Job Title Educator - Physical Ed.

Address 5063 Wildgoose Circle

Phone 863 234 9990

LaBelle FL 33935  
City State Zip

Email recaudill@gmail.com

Speaking:  For  Against  Information

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

Representing myself

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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THE FLORIDA SENATE  
**APPEARANCE RECORD**

2-18-2020

Meeting Date

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

CS/SB 1750

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Hannah Ard

Job Title Teacher

Address 905 Timber Ridge Drive

Phone 850-712-4331

Street

Pensacola

City

FL

State

32534

Zip

Email hpavlus@yahoo.com

Speaking:  For  Against  Information

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

Representing self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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S-001 (10/14/14)

THE FLORIDA SENATE  
APPEARANCE RECORD

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

2/18/20  
Meeting Date

SB 1750  
Bill Number (if applicable)

Topic High School grad req.

Amendment Barcode (if applicable)

Name ROBERT MOOR

Job Title Public School ~~teacher~~ educator

Address 1350 Monroe St  
Street

Phone (641) 529 7314

Fort Myers FL 33902  
City State Zip

Email \_\_\_\_\_

Speaking:  For  Against  Information

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

Representing Myself

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

2/18/20  
Meeting Date

1750  
Bill Number (if applicable)

Topic Graduation Requirements

Amendment Barcode (if applicable)

Name Dr. Danielle Thomas

Job Title Legislation Chair

Address 1747 Orlando Central Pkwy  
Street  
Orlando FL 32809  
City State Zip

Phone 407 855 7604

Email legislation@floridapta.org

Speaking:  For  Against  Information

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

Representing Florida PTA

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

2/18/2020  
Meeting Date

SB 1750  
Bill Number (if applicable)

Topic \_\_\_\_\_

Amendment Barcode (if applicable)

Name Michael BRAUN

Job Title Teacher / Athletic Director

Address 9423 141 Dr

Phone 850-210-2709

Street

Live Oak

FL

State

32060

Zip

Email Michael.Braun@swansea.k12.fl.us

Speaking:  For  Against  Information

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

Representing self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

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# CourtSmart Tag Report

**Room:** KN 412  
**Caption:** Senate Appropriations Subcommittee on Education

**Case No.:**

**Type:**  
**Judge:**

**Started:** 2/18/2020 1:37:40 PM

**Ends:** 2/18/2020 2:27:46 PM

**Length:** 00:50:07

1:37:47 PM Sen. Stargel (Chair)  
1:38:28 PM S 1100, Florida Seal of Fine Arts Program  
1:38:35 PM Sen. Rouson  
1:39:16 PM Appearances: Dr. Danielle Thomas, Legislation Chair, Florida PTA (waives in support)  
1:39:26 PM Sen. Rouson  
1:39:50 PM S 1100 (reported favorably)  
1:39:51 PM Sen. Rouson  
1:39:59 PM S 1628, Holocaust Education  
1:40:06 PM Sen. Book  
1:41:09 PM Am. 535804  
1:41:16 PM Sen. Book  
1:42:55 PM Am. 309232  
1:42:56 PM Sen. Book  
1:43:46 PM Sen. Montford  
1:45:24 PM Sen. Book  
1:46:05 PM Sen. Montford  
1:47:10 PM Sen. Book  
1:47:51 PM Sen. Baxley  
1:48:21 PM Sen. Stargel  
1:48:34 PM Chris Doolin, Consultant, Small School Districts Council Consortium (speaks in opposition to amendment)  
1:50:07 PM Sen. Stargel  
1:50:20 PM Sen. Book  
1:50:52 PM Am. 309232 (adopted)  
1:50:54 PM Am. 535804 (cont.)  
1:51:05 PM Sen. Book  
1:51:58 PM Elizabeth Gelman, Executive Director, Florida Holocaust Museum (speaks in opposition to the amendment)  
1:54:12 PM Mark Andersen, Lobbyist, Florida Holocaust Museum (speaks in opposition to the amendment)  
1:57:07 PM Sen. Book  
1:57:28 PM M. Andersen  
1:57:37 PM Sen. Book  
1:57:59 PM M. Andersen  
1:58:51 PM Sen. Baxley  
1:59:26 PM Sen. Book  
2:00:48 PM Am. 535804 (adopted)  
2:00:58 PM Am. 446244  
2:01:04 PM Sen. Book  
2:01:30 PM Sen. Montford  
2:02:10 PM Sen. Book  
2:02:31 PM Sen. Montford  
2:02:41 PM Sen. Book  
2:03:00 PM Am. 446244 (adopted)  
2:03:02 PM S 1628 (cont.)  
2:03:24 PM Appearances: Greg Pound, Saving Families, (information only)  
2:04:37 PM Rev. Dr. Russell Meyer, Florida Council of Churches (speaks in support of the bill)  
2:05:15 PM Amy Datz, Retired Environmental Scientist (waives in support of the bill)  
2:05:30 PM Barbara Goldstein, Chair, Holocaust Education Task Force (speaks in support of the bill)  
2:06:41 PM Bethany Swanson, Deputy Chief of Staff, Florida Department of Education (speaks in support of the bill)  
2:07:31 PM Sen. Montford  
2:08:36 PM Sen. Stargel  
2:09:05 PM Sen. Book  
2:10:14 PM S 1628 (reported favorably)

**2:10:21 PM** S 1750, High School Graduation Requirements  
**2:10:27 PM** Sen. Montford  
**2:11:08 PM** Appearances: Nancy Steward, Manufacturer's Association of Florida (waives in support of the bill)  
**2:11:20 PM** Marsan Carr, Executive Director, Florida Association for Career and Technical Education (waives in support of the bill)  
**2:11:25 PM** Jodi Tilman, Director, Big Bend Technical College, Taylor County Schools (waives in support of the bill)  
**2:11:33 PM** Dr. Danny Glover, Superintendent of Schools, Taylor County (waives in support of the bill)  
**2:11:41 PM** Jane Wellman, Teacher (waives in support of the bill)  
**2:11:49 PM** Mike Kemp, Teacher (waives in support of the bill)  
**2:11:55 PM** Ken Skelton, Teacher, Public Education Teachers (waives in support of the bill)  
**2:12:00 PM** Melissa Mapp Francisco, CTE Teacher, (waives in support of the bill)  
**2:12:06 PM** Mary Rivera, Teacher, Public School Educators (waives in support of the bill)  
**2:12:10 PM** Kimberly Garman, Public School Pre-K Teacher (waives in support of the bill)  
**2:12:13 PM** Sheila Watson, Pre-K Teacher, (waives in support of the bill)  
**2:12:17 PM** Ryan Caudill, Physical Education Educator (waives in support of the bill)  
**2:12:20 PM** Hannah Ard, Teacher (waives in support of the bill)  
**2:12:22 PM** Robert Moor, Public School Educator (waives in support of the bill)  
**2:12:26 PM** Dr. Danielle Thomas, Legislative Chair, Florida PTA (waives in support of the bill)  
**2:12:32 PM** Michael Braun, Teacher/Athletic Director (information only)  
**2:12:47 PM** Sen. Montford  
**2:13:09 PM** S 1750 (reported favorably)  
**2:13:14 PM** S 70, Panic Alarms in Schools "Alyssa's Law" (temporarily postponed)  
**2:14:00 PM** Appearances:  
**2:14:07 PM** Michael Cantens, Alert Point Security (waives in support of the bill)  
**2:14:20 PM** Scott Jenkins, Senior Government Consultant, School Check In (speaks in support of the bill)  
**2:15:01 PM** Robert Holroyd, City of Parkland (waives in support of the bill)  
**2:15:11 PM** Dr. Danielle Thomas, Legislation Chair, Florida PTA (waives in support of the bill)  
**2:15:17 PM** Andrew Goron, Volunteer for Make Our Schools Safe (waives in support of the bill)  
**2:15:24 PM** Lori Alhadeft, School Board Member (speaks in support of the bill)  
**2:19:32 PM** Gilbert Marsh, Secretary/Treasurer, Florida Professional Firefighters (waives in support of the bill)  
**2:19:38 PM** Trish Neely, Consultant, League of Women Voters (waives in support of the bill)  
**2:19:43 PM** Stephanie Grulman Zauder, Partner, Ballard Partners (waives in support of the bill)  
**2:19:54 PM** Sen. Pizzo  
**2:20:51 PM** Sen. Stargel  
**2:21:45 PM** Sen. Diaz (Chair)  
**2:21:48 PM** S 1246, Dual Enrollment  
**2:21:56 PM** Sen. Stargel  
**2:22:32 PM** Am. 471838  
**2:22:38 PM** Sen. Stargel  
**2:22:56 PM** Appearances: Brenda Dickinson, Fl. Council of Independent Schools (waives in support of the amendment)  
**2:23:14 PM** Sen. Baxley  
**2:24:34 PM** Sen. Stargel  
**2:24:39 PM** Am. 471838 (adopted)  
**2:24:43 PM** S 1246 (cont.)  
**2:24:51 PM** Appearances: Dr. Howard Burke, Executive Director, Florida Association of Christian Colleges and Schools (waives in support of the bill)  
**2:24:58 PM** Wayne Bertsch, Government Relations, Pasco County Schools (waives in support of the bill)  
**2:25:04 PM** James Mosteller, Advocacy Associate, Foundation for Florida's Future (waives in support of the bill)  
**2:25:09 PM** James Herzog, Associate Director for Education, Florida Conference of Catholic Bishops (waives in support of the bill)  
**2:25:15 PM** Bethany Swanson, Deputy Chief of Staff, Florida Department of Education (waives in support of the bill)  
**2:25:34 PM** Sen. Stargel  
**2:26:34 PM** S 1246 (reported favorably)  
**2:26:39 PM** Sen. Stargel (Chair)  
**2:26:50 PM** Sen. Simmons  
**2:27:15 PM** Sen. Flores