

STORAGE NAME: h0331s1.cu
DATE: March 24, 1997

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
COLLEGES AND UNIVERSITIES
BILL ANALYSIS & ECONOMIC IMPACT STATEMENT**

BILL #: CS/HB 331

RELATING TO: Education

SPONSOR(S): Colleges & Universities Committee; Representatives Casey, Brooks, & Others

STATUTE(S) AFFECTED: New section

COMPANION BILL(S): None.

ORIGINATING COMMITTEE(S)/COMMITTEE(S) OF REFERENCE:

- (1) COLLEGES AND UNIVERSITIES YEAS 10 NAYS 0
- (2) EDUCATION APPROPRIATIONS
- (3)
- (4)
- (5)

I. SUMMARY:

The bill authorizes the Commissioner of Education to annually award a full scholarship to any state community college or a scholarship for tuition and materials at any state university or at any SACS accredited private college or university.

To qualify for the scholarship, the student must graduate from high school by the end of the eleventh grade with a 3.2 G.P.A. in a college preparatory curriculum.

Each high school which has a student participating in the program will receive an increase in remediation reduction incentive funding in the General Appropriations Act, and will be required to submit certain information to the Commissioner of Education.

This bill will modify the distribution formula related to remediation reduction incentive funding to double the incentive for students who are prepared for postsecondary education and graduate by the end of the eleventh grade; and will direct some of these resources back to the individual high school.

II. SUBSTANTIVE ANALYSIS:

A. PRESENT SITUATION:

Currently, students who graduate from high school at the end of the eleventh grade are eligible for any need or merit based scholarship depending upon the specific requirements for receipt of the scholarship. Graduation at the end of the eleventh grade does not, in itself, preclude a student from receiving state financial aid.

Section 240.116, F.S., authorizes several articulated acceleration mechanisms for high school students which include dual enrollment, early admission, advanced placement, credit by examination, and the international baccalaureate program. In dual enrollment, students remain enrolled at the high school taking courses creditable to the associate or baccalaureate degree. The student takes these courses either at the high school or at the college or university. Early admission is a form of dual enrollment where the student enrolls in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Both dual enrollment and early admission students are exempt from paying registration, tuition, and laboratory fees.

B. EFFECT OF PROPOSED CHANGES:

This bill creates an additional mechanism to reward high school students who graduate early and provides a funding incentive to high schools and school districts that graduate students at the end of the eleventh grade.

The bill authorizes the Commissioner of Education to award a full scholarship to any state community college or a scholarship for tuition and materials at any state university or any SACS accredited private college or university at the average tuition rate of the State University System.

To qualify for the scholarship, the student must graduate from high school by the end of the eleventh grade with a 3.2 G.P.A. in courses that meet the entrance requirements to state universities.

The high school from which the student graduates at the end of the eleventh grade will receive two times the normal remediation reduction incentive funding distribution for each student who meets the criteria of this program.

Each school district which receives incentive funding through this program must provide the following information to the Commissioner of Education:

1. a description of the changes made in the curriculum offerings in middle school which allow selected students to take high school courses for credit;
2. a description of the changes made in the curriculum offerings in high school which allow selected students to progress at a faster rate and graduate by the end of the eleventh grade; and,

3. a description of other changes made in the school district which allow students to progress through school at a faster pace.

The Department of Education is authorized to adopt rules to implement the provisions of this section.

C. APPLICATION OF PRINCIPLES:

1. Less Government:

- a. Does the bill create, increase or reduce, either directly or indirectly:

- (1) any authority to make rules or adjudicate disputes?

No.

- (2) any new responsibilities, obligations or work for other governmental or private organizations or individuals?

No.

- (3) any entitlement to a government service or benefit?

No.

- b. If an agency or program is eliminated or reduced:

- (1) what responsibilities, costs and powers are passed on to another program, agency, level of government, or private entity?

Not applicable.

- (2) what is the cost of such responsibility at the new level/agency?

Not applicable.

- (3) how is the new agency accountable to the people governed?

Not applicable.

2. Lower Taxes:

- a. Does the bill increase anyone's taxes?

No.

- b. Does the bill require or authorize an increase in any fees?

No.

- c. Does the bill reduce total taxes, both rates and revenues?

No.

- d. Does the bill reduce total fees, both rates and revenues?

No.

- e. Does the bill authorize any fee or tax increase by any local government?

No.

3. Personal Responsibility:

- a. Does the bill reduce or eliminate an entitlement to government services or subsidy?

No.

- b. Do the beneficiaries of the legislation directly pay any portion of the cost of implementation and operation?

No.

4. Individual Freedom:

- a. Does the bill increase the allowable options of individuals or private organizations/associations to conduct their own affairs?

Not applicable.

- b. Does the bill prohibit, or create new government interference with, any presently lawful activity?

Not applicable.

5. Family Empowerment:

a. If the bill purports to provide services to families or children:

(1) Who evaluates the family's needs?

Not applicable.

(2) Who makes the decisions?

Not applicable.

(3) Are private alternatives permitted?

Not applicable.

(4) Are families required to participate in a program?

Not applicable.

(5) Are families penalized for not participating in a program?

Not applicable.

b. Does the bill directly affect the legal rights and obligations between family members?

No.

c. If the bill creates or changes a program providing services to families or children, in which of the following does the bill vest control of the program, either through direct participation or appointment authority:

(1) parents and guardians?

Not applicable.

(2) service providers?

Not applicable.

(3) government employees/agencies?

Not applicable.

D. SECTION-BY-SECTION ANALYSIS:

This section need be completed only in the discretion of the Committee.

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring Effects:

See Fiscal Comments.

2. Recurring Effects:

See Fiscal Comments.

3. Long Run Effects Other Than Normal Growth:

None.

4. Total Revenues and Expenditures:

See Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring Effects:

None.

2. Recurring Effects:

None.

3. Long Run Effects Other Than Normal Growth:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:

None.

2. Direct Private Sector Benefits:

None.

3. Effects on Competition, Private Enterprise and Employment Markets:

None.

D. FISCAL COMMENTS:

Scholarships

Within the community college system, annual tuition and fees average \$1065. The value of the scholarship for those students attending a community college could equal \$1065 per student, depending upon how the Department of Education defines "full scholarship." Within the State University System, the scholarship for tuition and materials would be \$2450 annually. The total amount of resources needed for these scholarships is indeterminate. The Department of Education has not requested funding for this particular program in their legislative budget request. Funding for the program would be determined by decisions made by the Education Fiscal Committee in the General Appropriations Act.

Incentive Funding

In the 1996-1997 General Appropriations Act, \$20 million was appropriated to the school districts pursuant to a distribution formula. The distribution is based on student passing the common placement test and subtests within the common placement test. It is anticipated that most students graduating by the end of the eleventh grade would pass the common placement test and generate additional incentive funding for the school districts. This bill would double the per student incentive funding provided to those school districts who graduated students by the end of the eleventh grade.

Currently, each student who passes all section of the common placement test generates roughly \$800 for the school district. This amount would double for each student who passes all sections of the common placement test and graduates by the end of the eleventh grade.

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

None.

B. REDUCTION OF REVENUE RAISING AUTHORITY:

None.

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C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

None.

V. COMMENTS:

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

In the Colleges & Universities meeting on March 19, 1997, the sponsor of this bill offered a "strike everything after the enacting clause" amendment which is reflected within this bill analysis.

VII. SIGNATURES:

COMMITTEE ON COLLEGES AND UNIVERSITIES:

Prepared by:

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