Submitter:
Agreement Effective Date: 8/1/2022

Representing:
Florida College: Florida State College at Jacksonville

District(s) the Agreement(s) include
Clay County Schools

Type of Dual Enrollment Articulation Agreement for Submission
Public Postsecondary Institution – School District

(A) Public Postsecondary Institution Agreement with Public School Districts

Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1.

1. A ratification or modification of all existing articulation agreements.
THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Clay County, Florida, a body politic and corporate, hereinafter referred to as ("SBCC") and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as ("the College or FSCJ"); and

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements; and

WHEREAS, the College and SBCC have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in its designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as "core" general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions; and

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and

WHEREAS, the College and SBCC desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and SBCC acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

2. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.
3. A delineation of courses and programs available to students eligible to participate in dual enrollment.

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s.1007.271 F.S.)

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

4. A description of the process by which students and their parents exercise options to participate in the dual enrollment program.

B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment

SBCC will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at middle and high school sites, on SBCC website, and SBCC-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through the FSCJ Dual Enrollment website, and College Open House events.

5. A list of any additional initial student eligibility requirements for participation in the dual enrollment program.
F. Eligibility for Traditional Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early Admission program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. For enrollment, students who enroll in Traditional Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, Accuplacer Next Gen, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT or Accuplacer Next Gen is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.

3. Exception: Placement for SLS1103, or an acceptable SLS alternative course only may be achieved through the following:
   a. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.

4. Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus on at least three (3) weeks prior to the first day of class for courses offered on the high school campus.

5. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of "C" or better. The courses in which these students enroll must consist of only dual enrollment students.

6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, Accuplacer Next Gen, ACT, SAT, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in

7. A delineation of the high school credit earned for the passage of each dual enrollment course.

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education’s articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf.

2. High school credits shall be awarded per the status of the list at the time of student enrollment.

3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.

4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.

5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

7. A description of the process for informing students and their parents of college-level course expectations.

A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations: Students of SBCC and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of SBCC and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.
Student Performance, Grades, and Appeals

SBCC Shall:
1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
   a. for classes offered at the high school site, the grading may include a mid-term grade consistent with the Clay County Schools nine (9) weeks reporting schedule for the participating high schools and
   b. there is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.
2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.
3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.
4. Ensure dual enrollment faculty electronically post course gradebook items in the Canvas course shell provided for each course section and post final course grades in the College’s student information management system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.
5. Ensure the grades entered into the FSCJ and SBCC permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of two (2) weeks.
6. Ensure that students who have earned a grade of D, F, FN, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.
7. Ensure that students who have earned a grade of D, F, FN, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student’s ineligibility to take further dual enrollment courses.
8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within one (1) week of the withdrawal.
9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake MAT1033, MGF1106, MGF1107, and MAC1105 must retake the PERT to ensure proper advising and placement.
10. Provide students on the high school site with information on how to appeal a grade through a written request to SBCC, who will then review the appeal with the FSCJ Executive Director of Articulations for joint determination of further action. Students may need to submit an appeal in accordance with the college’s student appeal process as outlined in the catalog.

The College Shall:
1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.
2. Review submitted gradebooks in the Canvas course shells from SBCC faculty to ensure alignment with submitted grades.
3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus to SBCC.
4. The registration policies for dual enrollment courses as determined by the postsecondary institution.
SBCC Shall:
1. Provide dual enrollment and early admission applications to students which will include the annual contract of understanding of expectations and requirements.

2. Provide guidance and approval for specific course requests, documented on the application forms in collaboration with the college.

3. Check applications for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.

4. Provide original applications to the FSCJ designated campus by the established deadline and the designated method each term. Student registration deadlines will be strictly enforced.

5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ “Expectations for Student Conduct,” SBCC “Code,” and provide information to students about access to the online Student Handbook.

The College Shall:
1. Provide a primary point of contact Dual Enrollment Coordinator for purposes of coordination of all dual enrollment processes.

2. Provide the eligibility criteria for SBCC use to ensure students meet eligibility requirements. This information shall be updated to align with changes as needed.

3. Designate a campus dual enrollment coordinator to handle all dual enrollment and early admission applications. This coordinator will provide advisement, review applications, and eligibility criteria prior to registering students in classes each term, with SBCC and high school being notified of any ineligible students within two (2) weeks.

4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to SBCC, the high school instructor, and the high school dual enrollment coordinator.

5. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.

6. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done at the approval of the high school counselor through the campus dual enrollment coordinator.

7. Provide copies of student schedules with any schedule changes to SBCC and high school dual enrollment coordinator at the time of registration.

8. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

10. Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.

E. Faculty-- If SBCC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBCC Shall:
1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
   a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master’s degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
   b. Faculty teaching SLS1103 or an alternative must have a Master’s degree from a regionally accredited institution; however, it may be in any discipline and they must complete all three (3) components of the SLS Professional development training provided by the College.
   c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master’s degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.

2. Submit official transcripts for each proposed instructor.

3. Provide SBCC principals and prospective SBCC faculty with the requirements which must be satisfied in order for high school
instructors to teach dual enrollment courses, including but not limited to:

a. participation in yearly orientation sessions and course specific training provided by FSCJ.

b. submission of credentialing documentation including official transcripts.

c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.

d. verification of class rosters to the College dual enrollment coordinators:
   i. prior to the date of drop without penalty,
   ii. prior to the date of Withdrawal from the course, and
   iii. prior to the date of submission of final grades.

e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.

f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.

g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.

h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.

i. familiarity and compliance with all policies and procedures set forth in the College’s Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.

4. Provide SBCC dual enrollment faculty with access to training provided by FSCJ in the appropriate technology to perform expected classroom management activities including:
   a. myFSCJ system to check classroom rosters for accuracy;
   b. electronic submission of grades; and
   c. FSCJ e-mail for updates, information, and communication.

5. Provide SBCC dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.

6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.

7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.

8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.

9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

The College Shall:

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform SBCC within two (2) weeks of document submission if the proposed candidate meets credential standards.

2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate SBCC administrators, campus dual enrollment and appropriate College administrators including College academic deans.

3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.

4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.

5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.

6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.

7. Provide discipline-specific contacts to serve as resources and mentors for each SBCC dual enrollment faculty member.

8. Provide access to the online
11. Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.

E. Faculty— If SBCC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBCC Shall:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
   a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
   b. Faculty teaching SLS1103 or an alternative must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they must complete all three (3) components of the SLS Professional development training provided by the College.
   c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.

2. Submit official transcripts for each proposed instructor.

3. Provide SBCC principals and prospective SBCC faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including but not limited to:
   a. participation in yearly orientation sessions and course specific training provided by FSCJ.
   b. submission of credentialing documentation including official transcripts.
   c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.
   d. verification of class rosters to the College dual enrollment coordinators:
      i. prior to the date of drop without penalty,
      ii. prior to the date of Withdrawal from the course, and
      iii. prior to the date of submission of final grades.
   e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.
   f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.
   g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.
   h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.
   i. familiarity and compliance with all policies and procedures set forth in the College’s Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.

4. Provide SBCC dual enrollment faculty with access to training provided by FSCJ in the appropriate technology to perform expected classroom management activities including:
   a. myFSCJ system to check classroom rosters for accuracy;
   b. electronic submission of grades; and
   c. FSCJ e-mail for updates, information, and communication.

5. Provide SBCC dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.

6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.

7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.

8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.

9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.
The College Shall:
1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform SBCC within two (2) weeks of document submission if the proposed candidate meets credential standards.

2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate SBCC administrators, campus dual enrollment and appropriate College administrators including College academic deans.

3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.

4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.

5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.

6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.

7. Provide discipline-specific contacts to serve as resources and mentors for each SBCC dual enrollment faculty member.

8. Provide access to the online...

12. The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.

SBCC Shall:
1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
   a. student eligibility requirements criteria;
   b. the option for taking dual enrollment courses beyond the regular school year;
   c. the minimum academic credits required for graduation;
   d. the fact that dual enrollment grades are posted to a permanent college transcript;
   e. the consequences of grades of D, F, FN, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
   f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.

2. Provide academic advising to dual enrollment students regarding program and course selection:
   a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
   b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
   c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
   d. advise students taking college credit courses including those in Early Admission programs of the requirement to complete the 15 hour State mandated General Education “Core” courses prior to earning 24 total college credit hours.

13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.
The FSCJ Executive Director of Articulations and SBCC shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party agrees to protect the rights of students with respect to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation. The report shall include:
1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents’ Statement of Standards, the following assessment and accountability measures will be established:
1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

14. A funding provision that delineates costs incurred by each entity.

15. Student Costs and Fees

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:
1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;
6. fees for dissection or other science consumables required for science courses; and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

L. Transportation

Unless specifically provided for a designated program by SBCC, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

16. For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution.

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and