Submitter:
Agreement Effective Date: 8/1/2022

Representing:
Florida College: Florida State College at Jacksonville

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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 Duval County, Florida, a body politic and corporate, hereinafter referred to as the "District," 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";

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;

WHEREAS, the College and the District 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;

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;

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;

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;

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;

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;

WHEREAS, the College and the District 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 the District 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.
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A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations

Students of the District 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 options of Early Admission, Early College, and Collegiate Career High School. 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 the District 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.

The District Shall:
1. Inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College, and Collegiate Career High School and services available for students with disabilities through presentations at middle and high school sites, on the District website, and District-wide events for high school choice and acceleration mechanisms.

The College Shall:
1. Inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College, Collegiate Career High School and services available for students with disabilities through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events, and through other collaborative mechanisms with the District.

3. A delineation of courses and programs available to students eligible to participate in dual enrollment.

A. Program Definitions

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.

Early College is a District/FSCJ collaborative program utilizing dual enrollment to offer students the opportunity to complete up to 60 hours of college credit during their high school years with the goal of achieving an Associate in Arts degree.

Collegiate Career High School programs are programs in which eligible high school students may earn CAPE (Career and Professional Education) industry certifications and up to 30 hours or more of dual enrollment college credit during their high school years.

Pre-Early College Programs are programs in which eligible middle school students attending a Pre-Early College site may take a college credit course which will prepare them for successful participation in an acceleration program. Participation in Pre-Early College Programs does not guarantee acceptance into a High School Acceleration Program (AP Capstone, AICE, Early College, IB).

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

District will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College Collegiate Career High School, Pre-Early College programs through presentations at middle and high school sites, on the District website, and District-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College, Collegiate Career High School and Pre-Early College programs through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events.
5. A list of any additional initial student eligibility requirements for participation in the dual enrollment program.

F. Curriculum

The District Shall:
1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.

2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.

3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website as directed by the college.

4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.

5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least one (1) month prior to the beginning of the academic term.

6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit artifacts to FSCJ by the established deadline will receive a written warning for the first offense. If there is any additional offense, they will not be permitted to teach dual enrollment in the subsequent term.

7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with

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

E. Course Equivalency

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 http://www.fldoe.org/core/fileparse.php/7744/urlt/ACCAgenda-Feb2021-AppA.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.
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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 College or Collegiate Career High School program must establish and maintain a minimum qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits. The deadline to apply for College campus courses is May 1 for fall and December 1 for spring for all College campus dual enrollment courses.

2. 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, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT 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 PERT test scores in the areas of Reading, Writing, and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.

D. Student Registration

The District 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 to meet high school graduation requirements, documented on the application and registration forms in collaboration with the college.

3. Check applications and registration forms 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 registration 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," the District "Code," and provide information to students about access to the online Student Handbook.

The College Shall:
1. Provide a list aligning each college campus with specified area high schools for the purposes of coordination of all dual enrollment processes.

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

3. Designate campus dual enrollment coordinators to handle all dual enrollment and early admission applications and registration forms. These coordinators will provide advisement, review applications and registration form, and eligibility criteria prior to registering students in classes each term, with the District and high school being notified of any ineligible students within one (1) week for courses offered at high school sites.

4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to the District, 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 registration form 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 the District 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.
9. The registration policies for dual enrollment courses as determined by the postsecondary institution.

D. Course Selection

In accordance with s.1007.271 F.S., students may not earn dual enrollment credit for pre collegiate instruction (including career/technical-preparatory instruction and college-preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by District and FSCJ. To ensure greatest relevancy toward a postsecondary degree, in traditional dual enrollment, emphasis will be placed on courses within the general education core curriculum. Individual elective courses may be evaluated for relevance to intended college major. Those deemed pertinent may be granted dual enrollment credit.

To promote student success in dual enrollment courses, students must take SLS1103 or an acceptable alternative course in the first two semesters of participation in any dual enrollment program, with preference of taking the course in the first semester of participation. The course may be taken at the high school site or on the college campus in a face-to-face or hybrid modality only.

Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B. Students must complete 36 hours of General Education courses prior to earning a total of 50 credit hours.

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

The District 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 District principals and prospective District faculty with the requirements which must be satisfied for

4. 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.

5. Provide District dual enrollment faculty with access to training in the appropriate technology to perform expected classroom
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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.

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

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

8. 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.

9. 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.

10. 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 District 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 District administrators, campus dual enrollment and Early College coordinators, 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 District dual enrollment faculty member.

8. Provide access to the online current College faculty handbook and

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

The College Shall:

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.

2. Provide academic advising to dual enrollment students regarding program and course selection:
   a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
   b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
   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 and Early College programs of the requirement to complete the 15-hour State mandated General Education “Core” courses prior to earning 24 total college credit hours. Students must complete 36 hours of General Education courses prior to earning a total of 50 credit hours.

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.
O. Student Records: The College and the District agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate ongoing research. Each organization agrees to treat such shared student information as confidential and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and the District. The parties may provide personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement.

13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.

O. Data Sharing and Program Evaluations

The FSCJ Executive Director of Articulations and the District Director/Articulation Officer of High School Acceleration Programs 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.
M. Cost Sharing

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

The District Shall:
1. Compensate District personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.

2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at District request.

3. Compensate FSCJ at the current rate of instruction, for any college campus class specifically requested by District for targeted groups of dual enrollment students.

4. Remit payment for college campus tuition.

5. The total maximum indebtedness for District student tuition and adjunct compensation shall be ONE MILLION SEVEN HUNDRED FIFTY THOUSAND DOLLARS and No/100 ($1,750,000.00). Should the parties desire to exceed this maximum indebtedness, it will be necessary for District to receive prior approval from the School Board of Duval County, Florida before incurring any financial obligation in excess of $1,750,000.00. Determination of total potential billing in excess of $1,750,000.00 will be made when billing for the fall semester has been completed. The decision to exceed or maintain the limit of $1,750,000.00 will be made no later than the District's December Board meeting in order to adjust spring enrollments accordingly. (This amount does not include funding for instructional materials.)

The College Shall:
1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus course if there are more than 16 District dual enrollment students and the course was not specifically requested by District.

2. Provide the District with rates of instruction on an annual basis.

3. Invoice the District for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of the District.

4. Submit to District an invoice for tuition at the rate of $71.98 per credit hour for all college credit courses Dual Enrollment, Early Admission, Early College, and Collegiate Career High School students take through an FSCJ Campus/Center during the fall or spring term.

5. Submit to District an invoice for tuition at the rate of $2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (PSAV) taken by Dual Enrollment students on the college campus during the fall or spring semesters.

15. Any institutional responsibilities for student transportation, if provided.

L. Transportation

Unless specifically provided for a designated program by District, 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;