

STORAGE NAME: h1325s2z.he
DATE: August 9, 1990

**** AS PASSED BY THE LEGISLATURE****

**HOUSE OF REPRESENTATIVES
COMMITTEE ON HIGHER EDUCATION
FINAL STAFF ANALYSIS & ECONOMIC IMPACT STATEMENT**

BILL #: CS/CS/HB 1325

RELATING TO: postsecondary education; providing for the admission of a community college associate of arts graduate at the state university of his choice; etc.

SPONSOR(S): Rep. Young

EFFECTIVE DATE: July 1, 1990, or upon becoming a law, whichever occurs later

DATE BECAME LAW: July 3, 1990

CHAPTER #: 90-302, Laws of Florida

COMPANION BILL(S): None

OTHER COMMITTEES OF REFERENCE: (1) Appropriations

(2)

I. SUMMARY:

A. PRESENT SITUATION:

Reference Section 1. The state of Florida has in place the nation's strongest articulation agreement between public community colleges and universities. Every Florida community college associate of arts degree recipient is guaranteed admission to a state university. State Board of Education Rule 6A-10.024, which is the state's principal articulation agreement, provides that:

The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university.

Until recently, the articulation agreement has been interpreted to mean that a community college associate of arts degree recipient shall be admitted to the state university of his choice. However, with growing numbers of students seeking admission to the universities within the State University System (SUS), and with particularly large numbers applying to the more nationally prominent SUS institutions, there have been suggestions that the articulation agreement might be interpreted to mean that a community college associate of arts transfer student shall be guaranteed admission to a state university, but not necessarily the university of his choice.

In addition, there are currently examples of community college associate of arts transfer students seeking admission to state universities, who find that their applications have been placed in limbo, because they have indicated as their intended major an upper division program of limited access to which they are not immediately admissible. While these students' applications to the universities have not been denied outright, the students have also not received notices of acceptance.

The state articulation agreement provides that "community college transfer students shall have the same opportunity to enroll in university limited access programs as native university students." While the denial of a transfer student's application to a limited access program has never been considered grounds for the denial of a student's application to the university, it is evidently having that effect at a few SUS institutions where the vast majority of upper division programs are limited access, and as a result, the student's application has been set aside.

Reference Section 2. Interim studies by House and Senate Higher Education Committees disclosed that a number of state universities have been carrying forward inordinately large amounts of financial aid fee dollars from one year to the next—money that is collected for the purpose of providing financial aid to university students.

The Higher Education Committee's examination of limited access programs indicates a lack of information concerning supply and demand within these programs. We do not know how many students are applying to these programs, how many are accepted, and how many are denied admission. This information is essential in determining appropriate allocation of state resources.

Reference Section 3. Statute requires that the Board of Regents delineate the criteria for assigning limited access to an educational program and identify a process for the periodic review of limited access programs to determine the need for retention or removal of limited access status. There has been little evidence of compliance.

Concern has been expressed by some committee members that the State University System does not have a system wide counseling manual for community college transfer students. Each university publishes its own manual, and there is no standardization among them.

Reference Section 4. Currently, a lower division student within a community college or state university may take CLAST without having accumulated a specific number of credit hours of course work. Institutions must report at a minimum the test scores of all students currently enrolled in their 60th credit hour or who have completed their 60th credit hour.

Reference Section 5. Presently, a student may receive state financial aid for study abroad only if the student is actually enrolled at the home institution and receiving credits directly from the home institution. Such a situation requires a formal, often reciprocal, agreement between the two institutions. There are a number of less formal arrangements between institutions which provide for a student to enroll directly in the overseas institution and then transfer the credits back to the home institution. A student involved in such a program is not eligible to receive state financial aid.

Reference Section 6. Presently, the student population within the public K-12 system is approximately 37 percent minority, while the teaching force is approximately 19 percent minority. Many educators are concerned about this under-representation of minorities within the teaching force, asserting that minority teachers provide excellent role models for minority children.

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Reference Sections 7 thru 9. Currently, the state's community colleges are not authorized to have their own police forces. Each community college board of trustees is authorized to establish a policy for law enforcement operations, but that policy is restricted "to the protection of employees, students, and property of the community colleges. Criminal investigations are specifically prohibited."

State universities are authorized to have their own police forces, and they are required to prepare an annual report of statistics of crimes committed on their campuses.

Reference Section 10. The College Reach-Out program has been operating since 1984 to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 by providing on-campus academic and advisory activities during summer vacation. Originally authorized in proviso language of the Appropriations Act, the program was placed in Statute by the 1989 Legislature. Presently, participation in the program is limited to community colleges and state universities. Participation by private postsecondary institutions is not authorized.

Reference Section 11. The State University System Facility Enhancement Challenge Grant Program was established in 1988 help the State University System "build high priority instructional and research-related capital facilities." The program provides that a state university raise half the total cost of a facilities construction project from private source and the state provides the other half in matching funds. Current statutory language does not authorize the use of such funds common areas connecting such facilities.

Reference Section 12. The Trust Fund for Major Gifts, a matching program for state universities, was expanded in 1989 to authorize the New College Foundation, the direct-support organization of New College of the University of South Florida, to establish a trust fund account similar to those established for the nine universities. However, currently, only donations by persons who have not previously contributed to the University of South Florida are eligible for deposit in the trust fund account.

Reference Section 13. Section 240.295 provides that state universities may receive private gifts for the purpose of facilities construction. However, the statute stipulates that no facilities shall be constructed which will require general revenue funds for operation or maintenance unless approved by the Legislature.

Reference Section 14. The 1983 Legislature authorized the establishment of regional centers of excellence in mathematics, science, computers, and technology. The Department of Education was directed to receive proposals from individual public school districts, developmental research schools, state community colleges, state universities, or private postsecondary institutions. Five centers were established, one in each of the DOE's reporting and coordinating regions. The South region consists of Martin, Palm Beach, Broward, Dade, Monroe, Collier, and Hendry counties. Florida Atlantic University, with its main campus in Palm Beach County, is the site of the South region's center of excellence in mathematics, science, computers, and technology.

Reference Sections 15 & 16. Currently, the Florida Student Assistance Grant (FSAG) provides a Florida college student an award of up to \$1,300 per year for the amount of the student's demonstrated

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unmet need for tuition and fees. In order to qualify, the student must also apply for a federal Pell Grant, and the calculation of a FSAG award takes into consideration any Pell Grant received in the determination of the student's unmet need. A student attending a state university, community college, or one of a number of qualifying private institutions is eligible to receive a FSAG award. Presently, no financial aid grant program is provided by the state for needy students who enroll in vocational-technical centers, vocational degree or certificate programs conducted by community colleges, or proprietary schools. Such students may be eligible for Pell Grants.

Reference Sections 17 & 18. Chapter 89-367, Laws of Florida (HB 0986), divided the Florida Student Assistance Grant (FSAG) program into three programs: Florida Public Student Assistance Grant Fund, Florida Private Student Assistance Grant Fund, and Florida Postsecondary Student Assistance Grant Fund. This particular change was enacted principally in response to a request by the Independent Colleges and Universities of Florida (ICUF), a nonprofit organization consisting of the private nonprofit colleges and universities in Florida accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the same accrediting body that accredits the state's public universities and community colleges.

The Florida Public Student Assistance Grant serves students attending Florida's state universities and community colleges. The Florida Private Student Assistance Grant serves students attending ICUF institutions. And the Florida Postsecondary Student Assistance Grant serves students attending the remainder of eligible private institutions.

Last year, at the request of ICUF, provisions prohibiting a "pervasively sectarian institution" from participating in any of the three FSAG programs were inserted into the text of HB 0986. However, before the bill was heard by the Higher Education Committee, ICUF requested the deletion of that language, asking that it be replaced with language reading:

provided that the institution has a secular purpose and that the receipt of state aid by students at the institution would not have the primary effect of advancing or impeding religion or result in an excessive entanglement between the state and any religious sect.

In the process of amending last year's bill, staff inadvertently neglected to delete one of three references to "pervasively sectarian institution" and to substitute language providing that the institution have "a secular purpose," as had been intended. The oversight resulted in the phrase "pervasively sectarian institution" appearing in s. 240.4097, prohibiting such an institution from participating in the Florida Postsecondary Student Assistance Grant. This was a prohibition that had not been present in the original FSAG statute.

General Counsel of the Department of Education has indicated that, as a result of the statutory changes brought about by last year's bill, which will impact the FSAG program for academic year 1990-91, three institutions deemed "pervasively sectarian," which currently participate in the FSAG program, will not be eligible to continue participating in the program. If these three institutions are not allowed to continue to participate in the FSAG program, the state stands to lose nearly \$2,000,000 in Federal matching funds which it receives for the FSAG program. Federal guidelines prohibit any changes in institutional

eligibility criteria that would exclude an institution that has previously participated in an established program.

In addition, one small section of last year's HB 1226 (Chapter 89-207) was for some reason omitted from the enrolled bill. HB 1226 was the Department of Education's technical bill, and the section in question was one of a half dozen that amended sections of Chapter 295, Florida Statutes, to reference s. 240.404, relating to general requirements for student eligibility for state financial aid.

Reference Sections 19 & 20. The Florida Academic Scholars' Certificate Program provides certificate awards to high school students who fulfill the requirements of 19 specified high school credits plus 7 electives and achieve an unweighted grade point average of 3.0 or better. Florida Academic Scholars' Certificate recipients qualify to receive a Florida Undergraduate Scholars' Fund scholarship in college.

Reference Sections 21 & 22. Currently, the state's universities and community colleges are authorized to report to the school districts on the performance of the districts' former students at the postsecondary level, specifically the numbers of students referred to college preparatory programs.

Reference Section 23. Two years ago, Community Instructional Service (CIS) programs and funds were terminated by the Legislature. Lifelong Learning was implemented as an FTE category for postsecondary vocational schools and community colleges which replaced those CIS programs that could be calculated in terms of FTE's. What was lost in the transition were the CIS programs of an innovative nature that could not be measured in FTE's.

Reference Sections 24 & 25. Currently, the task of tracking students within the public school system is made difficult by the lack of a standard student identifier, such as social security number.

Reference Section 26. Interim studies by House and Senate Higher Education Committees disclosed that a number of state community colleges have been carrying forward inordinately large amounts of financial aid fee dollars from one year to the next--money that is collected for the purpose of providing financial aid to community college students.

Reference Section 27. A concern has been raised that some state universities and community colleges may be selectively awarding need-based grant moneys to students with academic or other merit, thereby effectively increasing the amount of merit-based awards and decreasing the amount of need-based awards.

Reference Sections 28 & 29. The Florida Student Assistance Grant program has been beset with a number of problems, not the least of which is that the Department of Education has repeatedly underestimated the appropriation needed to fully fund the program. An additional problem with the FSAG program is reported by the community college financial aid directors. They estimate that at least 50 percent of their students enroll after April 15, the cutoff date for the FSAG application acceptance and processing, and therefore do not qualify for a FSAG award. The financial aid directors, speaking as the Financial Aid Commission of the Florida Association of Community Colleges, are urging that the

FSAG program be decentralized to allow for greater institutional responsiveness to student financial need.

Reference Section 30. Currently, the Manatee County Community College District includes Sarasota County, but the Board of Trustees consists of only five members, as though it were a single-county community college district.

Reference Section 31. In recent years, some community colleges or their direct support organizations have received gifts of facilities, for which the community colleges have later asked the Legislature to provide operating funds. What was thus a gift to the institution has become, in a sense, a liability to the state.

Reference Section 32. Currently, community colleges and their direct-support organizations do not have the authority to construct dormitories for their students.

Reference Section 33. Presently, the “Chappie” James Most Promising Teacher Scholarship Loan Program provides one four-year scholarship loan annually to a top graduating senior in every public secondary school in the state. Students attending nonpublic secondary schools are not eligible to receive an award.

Reference Section 34. The 1987 Legislature created, within the Department of Education, Florida Linkage Institutes, for the purpose of assisting in the development of stronger economic social ties between Florida and strategic foreign countries. Six linkage institutes were established, each involving a state university, a community college, and a foreign country (or in one instance, a region). The countries were Brazil, Costa Rica, the Caribbean, Canada, China, and Japan.

The 1988 Legislature added two additional linkage institutes, involving France and Israel.

Reference Sections 35 & 36. Current statute relating to protests of agency decisions relating to invitations to bid and requests for proposals requires that a notice of protest be filed in writing within 72 hours after the posting of the bid tabulation or after receipt of the notice of the agency decision. A formal written protest must then be filed within 10 days after the notice of protest has been filed.

Statute does not specifically address the instance of a protest of specifications contained in an invitation to bid or in a request for proposals. Department of General Services has adopted a policy requiring that such protests be filed within these same time-lines, except that the starting point is not the receipt of the notice of an agency decision, but rather the receipt of the notice of the project plans and specifications.

B. EFFECT OF PROPOSED CHANGES:

Section 1. CS/CS/HB 1325 clarifies and establishes in statute the articulation agreement, that a community college associate of arts transfer student shall be granted admission to the upper division of a state university, but not necessarily the university of his choice. The bill stipulates, also, that admission to a university does not guarantee admission to limited access or teacher certification programs or

majors requiring auditions. This is consistent with the policy toward native students already in attendance at the university.

Section 2. CS/CS/HB 1325 requires quick disbursement of state university financial aid fees and limits the amount of unexpended fees which may be carried forward to 40 percent of the previous year's collections.

CS/CS/HB 1325 requires the Board of Regents to report to the Legislature and the State Board of Education the number of applications to limited access programs and the disposition of these applications. Data shall be provided, by institution, for each limited access program, and shall be reported by student type: native, AA transfer, and other. The data will assist the State Board of Education in determining the need for state-funded programs at private institutions to provide educational programs and facilities which will meet needs unfulfilled by the state system of public postsecondary education. The report is due December 1, 1991, and annually thereafter.

The bill requires the Board of Regents to adopt rules providing that each university advise students who meet minimum requirements for admission to the upper division, but are denied access to limited access programs, of the availability of similar programs at other State University System institutions and the admissions requirements of such programs.

Section 3. The bill requires that the Board of Regents provide in a report to the Legislature, by institution, a list of all limited access programs, the minimum admissions standards for each program, and a copy of the most recent review demonstrating the need for retention of limited access status. The report is due December 1, 1990, and annually thereafter.

The bill requires the Board of Regents to compile and update annually a system wide counseling manual for distribution to the state's community colleges. The manual is to consist of two sections, the first providing information by institution, the second providing information by academic program.

Section 4. The bill requires students to complete 18 hours of college course work prior to taking CLAST.

Section 5. The bill provides that a student who is enrolled in a public or private college or university in this state may apply state student financial assistance towards the cost of a program of study in another state or a foreign country for a period of up to one year, if the program of study is offered or promoted by the Florida institution as an integral part of the academic studies of that degree-seeking student or as a program that would enhance the student's academic experience.

Section 6. The bill authorizes universities and community colleges to establish pre-teacher education and teacher education pilot programs to encourage promising minority students to prepare for a career in education.

Sections 7 thru 9. The bill authorizes community colleges to employ police officers to maintain order on campus, with the authority to make arrests. Community colleges are also required to report on-campus crime statistics annually.

Section 10. The bill authorizes private postsecondary institutions to participate in the College Reach-Out Program and reconfigures the College Reach-Out Advisory Committee.

Section 11. The bill amends s. 240.2601, relating to the State University System Facility Enhancement Challenge Grant Program, providing that funds may be expended not only for high priority instructional and research-related capital facilities, but also “including common areas connecting such facilities.” New language also provides that, if the project is terminated, each private donation, plus accrued interest, reverts to the foundation for remittance to the donor.

Section 12. The bill amends s. 240.2605 to provide that contributions to New College from persons who have previously contributed to the University of South Florida shall be eligible for deposit into the Trust Fund for Major Gifts.

Section 13. The bill provides that a private donor may pay all the moneys to construct a facility that is on the State University System 5-Year Capital Improvement Plan. The bill provides that the Board of Regents may authorize a local organization to manage the planning and construction of the facility, if all plans are approved by the State University System and necessary inspections are made pursuant to state standards.

Section 14. The bill provides for the establishment of one additional regional center of excellence in mathematics, science, computers, and technology, by subdividing the South region into “Upper” and “Lower” regions. Dade County and Monroe County shall comprise the Lower South region, and the remaining counties in the South region shall comprise the Upper South region. At least one center shall be located in each of the South regions. In addition, museums of science may submit proposals to be designated as centers of excellence.

Sections 15 & 16. CS/CS/HB 3001 creates the Vocational Student Assistance Grant. Beginning in the 1991-92 academic year, the program would provide an annual award of up to \$1000 for a maximum of two years for a full-time student attending an eligible public or private vocational school. In order to be eligible to receive a grant, a student must have a demonstrated financial need as determined by a nationally recognized system of need analysis, and additionally must:

1. Meet the general requirements for student eligibility for state financial aid, including a 1-year residency requirement.
2. Enroll in a program of study that meets specific hour requirements.
3. Apply for a federal Pell Grant.

4. Enroll in an institution which meets specific licensing and accreditation requirements, and is not required to apply for reimbursement of Title IV funding.
5. Be in compliance with the institutional definition of satisfactory progress.

A student enrolled in a nonpublic school would have to be enrolled in a program which is comparable and compatible with a public vocational program. A student enrolled in a nonpublic school would be required to meet the same basic skills requirements as a student enrolled in a public vocational program.

The bill also requires that participating institutions have an independent external audit of the institution's administration of the program, including a complete accounting of the moneys in the fund, conducted on an annual basis. The institutions would convey the completed audit to the Department of Education.

Sections 17 & 18. The bill deletes reference to "pervasively sectarian institution," thus ensuring the continued flow of federal dollars to the FSAG program. It also deletes obsolete language and more accurately defines institutional eligibility for the Florida Postsecondary Student Assistance Grant. The bill additionally includes "cleanup" language relating to Chapter 295, F.S., inadvertently omitted from the enrolled version of HB 1226 (Chapter 89-207).

Sections 19 & 20. The bill authorizes students to be eligible for a Florida Academic Scholars' Certificate if the superintendent or principal verifies that the student failed to meet eligibility requirements due to reliance on inaccurate information. Such a student must satisfy the unmet requirements by the end of his first semester of college to continue to receive a Florida Undergraduate Scholars' Fund scholarship.

Sections 21 & 22. The bill requires that state universities, community colleges; and public postsecondary vocational schools report to the Commissioner of Education on the performance of each first-time-in-college student from each public high school in the state, including performance information indicating students referred for remediation through college or vocational preparatory courses. The Commissioner, in turn, shall organize the information by school district and public high school and report it back to the school districts.

The bill also specifies additional data components to be included in the annual reports required of the Commissioner, the school districts, and high schools.

Section 23. The bill establishes Elderly Education Program Grants, contingent upon annual funding by the Legislature. The program provides grants to school districts and community colleges for innovative instructional activities or programs for adults who are 65 years of age or older. Programs must be such that it would be difficult or impossible to register students for regular FTE funding.

Sections 24 & 25. The bill directs each school district to request that each student enrolled in a public school provide his social security number, and that the social security number be used as an identifier within the student's record.

Section 26. The bill requires quick disbursement of community college financial aid fees and limits the amount of unexpended fees which may be carried forward to 40 percent of the previous year's collections.

Section 27. The bill requires that need-based financial aid must be expended with no preference given to students who qualify for merit-based or other financial aid awards.

Sections 28 & 29. The bill directs the Auditor General to conduct a program and financial audit of all three components of the Florida Student Assistance Grant program (Public, Private, and Postsecondary FSAG), and to examine and make recommendations concerning the feasibility of decentralizing administration of the Florida Public Student Assistance Grant program.

The bill establishes the Florida Student Financial Aid Task Force to evaluate and make recommendations to improve the state's student financial aid programs. The responsibilities of the task force shall include, but are not limited to:

- (a) Recommendations on consolidating existing financial aid programs to simplify the application and award process by examining such concerns as differential application dates, duplication in paperwork, and lead-in periods for new financial aid legislation;
- (b) Assessment of the feasibility of electronic transfer of selected student record information;
- (c) Suggestions to reduce student loan indebtedness;
- (d) Recommendations on improving financial aid preservice and inservice staff training opportunities;
- (e) Assessment of the extent to which financial aid fees and fees from the Educational Enhancement Trust Fund are used to offset student loan indebtedness; and
- (f) Development of a pilot project to implement a decentralized student assistance grant program among a sample of community colleges and state universities, if that is the recommendation of the Auditor General.

Section 30. The bill increases the number of members on the Manatee Community College Board of Trustees from 5 to 9 members.

Section 31. The bill requires prior approval by the Legislature for community colleges and community college direct-support organizations to acquire or construct facilities which will require general revenue to operate.

Section 32. The bill authorizes community college direct-support organizations to construct dormitories on or near the community college campus at the request of the district board of trustees. Community College Program Fund and Public Education Capital Outlay funds may not be used to construct, maintain, or operate such facilities.

Section 33. The bill provides for an additional number of “Chappie” James Most Promising Teacher Scholarship Loans to be reserved annually for students attending qualifying nonpublic secondary schools, subject to available funds.

Section 34. The bill creates two new linkage institutes: (1) Florida-Soviet Union Institute (University of Central Florida and Lake Sumter Community College); and (2) Florida-West Africa Institute (University of North Florida, Florida Agricultural and Mechanical University, and Florida Community College at Jacksonville). This brings to ten the number of linkage institutes.

Sections 35 & 36. The bill places in statute current Department of General Services policy relating to bid protests, specifically relating to protests of specifications contained in an invitation to bid or a request for proposals. The bill provides that, with respect to a protest of specifications, the notice of protest shall be filed in writing within 72 hours after the receipt of notice of the project plans and specifications, and the formal written protest shall be filed within 10 days after the date the notice of protest is filed.

C. SECTION-BY-SECTION ANALYSIS:

See I.B. above.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring or First Year Start-Up Effects:

Sections 15 & 16.

EXPENDITURES:

Office of Student Financial Assistance	
Modular Workstations for 3 addl. staff	\$ 13,386
Personal Computers for 3 addl. staff	17,877
Software for 3 addl. staff	<u>6,057</u>
TOTAL	\$ 37,770

2. Recurring or Annualized Continuation Effects:

Section 14. \$100,000

Sections 15 & 16.

EXPENDITURES:

Office of Student Financial Assistance

Salaries & Benefits for 2 Program Specialist IIs	\$ 63,880
Salaries & Benefits for 1 Senior Clerk	17,319
Expenses for 2 Program Specialist IIs	8,264
Expenses for 1 Senior Clerk	3,113
Postage	20,000
Printing	10,000
Needs analysis processing	5,550
Data processing (Knott Data Center)	<u>150,000</u>
TOTAL	\$ 278,126

In addition, the Office of Student Financial Assistance projects that of 30,000 probable applicants, 10,000 will be eligible to receive awards. In order to fully fund the eligible applicants, the program cost totals \$10,000,000.

Section 34. \$50,000 for the Florida-Soviet Union Institute;
\$10,000 for the Florida-West Africa Institute.

3. Long Run Effects Other Than Normal Growth:

4. Appropriations Consequences:

Section 14. \$100,000

Sections 15 & 16. None

Section 34. \$60,000

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring or First Year Start-Up Effects:

2. Recurring or Annualized Continuation Effects:

3. Long Run Effects Other Than Normal Growth:

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:

2. Direct Private Sector Benefits:

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

D. FISCAL COMMENTS:

Section 14. The appropriation for FY 89-90 for regional centers of excellence was \$425,000, or \$85,000 for each of the five existing centers. The appropriation for FY 90-91 for regional centers of excellence is \$600,000, allowing \$100,000 for each of the five existing centers and \$100,000 for a new sixth center, as well.

Sections 15 & 16. No appropriation is required for FY 90-91. Implementation during the 1991-92 academic year, and thereafter, is dependent upon an appropriation by the Legislature.

III. LONG RANGE CONSEQUENCES:

CS/CS/HB 1325 is consistent with the State Comprehensive Plan, which states in s. 187.201(1)(b)17.b., "Maintain and strengthen the current pattern of matriculation from community colleges to universities."

IV. COMMENTS:

CS/CS/HB 1325 is consistent with the Higher Education Mission Statement, which states, "Initiating programs to further provide access to the educationally disadvantaged."

V. SIGNATURES:

COMMITTEE ON HIGHER EDUCATION:

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FINAL ANALYSIS PREPARED BY COMMITTEE ON HIGHER EDUCATION:

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