

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCB HEWS 15-03 Higher Education
SPONSOR(S): Higher Education & Workforce Subcommittee
TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Higher Education & Workforce Subcommittee		Banner	Sherry

SUMMARY ANALYSIS

The bill:

- Authorizes career centers and charter technical career centers to offer college credit certificate programs.
- Authorizes career centers and charter technical career centers to use the “technical college” designation only if they offer college credit certificate programs or technical certification programs that are terminal in nature.
- Establishes fees for college credit programs at career centers commensurate with Florida College System fees.
- Promotes apprenticeship programs by updating terminology, revising membership on the State Apprenticeship Advisory Council, and clarifying language relating to industry standards.
- Revises the standards for career, adult, and community education programs and provides rule-making authority for the State Board of Education to make rules regarding accountability for career education.
- Adds the Chancellor for Career and Adult Education to the membership of the Higher Education Coordinating Council.
- Requires more accurate financial reporting for workforce education programs.
- Strengthens student advising by requiring students to take the common placement test upon entry to a public postsecondary institution and requiring institutions to use the test scores to advise students regarding course placement options.
 - Eliminates common placement testing requirement in high school and the exemption from PERT testing for students who entered high school in 2003-04 or thereafter.
 - Allows all students to choose to enroll in a developmental option or a gateway college credit course after advisement.
- Deletes the moratorium on the approval of new Florida College System institution baccalaureate degree program proposals and St. Petersburg College Board of Trustees’ authority to approve their own baccalaureate degree program proposals.

The bill has an indeterminate fiscal impact.

The bill has an effective date of July 1, 2015.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Apprenticeships

Present Situation

The Department of Education (DOE) serves as the state apprenticeship agency and registers apprentices and apprenticeship programs on behalf of the United States Department of Labor's (USDOL) Office of Apprenticeship. The purpose of apprenticeships is to enable employers to develop and apply industry standards to training programs for registered apprentices that can increase productivity and improve the quality of the workforce. An apprenticeship is a highly structured training system in which the apprentice works full-time during the day for a sponsoring employer, learning the skills of the trade through on-the-job training along with related classroom instruction. While enrolled in the program, apprentices earn a progressive wage and upon completion of the program are considered a journeyworker and receive a nationally recognized State Certificate of Completion.¹

Apprenticeship enrollment is obtained through school district programs, state college programs and independent agencies. Approximately 80 percent of the programs are offered through school districts and colleges and 20 percent through independent agencies. For the 2013-14 academic year, there were 6,884 students enrolled in school district programs and 2,262 students enrolled in state college programs. Based on 2012-13 cost data, the school districts spent approximately \$18.3 million on apprenticeship programs and the state colleges spent approximately \$5.2 million.²

During the 2002 Legislative Special Session E³, the department's rulemaking authority regarding Instructional Components of Vocational Education was repealed. As a result, DOE is unable to update a rule regarding instructional components of Career and Technical Education programs.

Effect of Proposed Changes

The bill redefines "journeyworker" to further identify individuals who may serve as journeyworkers as mentors, technicians, specialists or other skilled workers who can document extensive occupational experience through an alternative means to traditional registered apprenticeship completion. It also revises the definition of "related instruction" to include instruction provided in the classroom, correspondence courses or self-study courses approved by DOE. The bill clarifies that no statute, rule, or agreement relating to apprenticeships shall invalidate any special provision for veterans, minorities or women in apprenticeship programs and modifies the requirements for the two public members appointed to the State Apprenticeship Advisory Council to be independent of any joint or non-joint organization.

Career Centers and Charter Technical Career Centers

Present Situation

Current law defines a career center as an educational institution offering terminal courses of a technical nature, and courses for out-of-school youth and adults.⁴ Any district school board is authorized to establish and operate a career center after obtaining approval from the Department of Education

¹ Department of Education, *Apprenticeship in Florida: presentation to Higher Education and Workforce Subcommittee* (Jan. 21, 2015), available at

[http://myfloridahouse.gov/Sections/Documents/publications.aspx?CommitteeId=2853&PublicationType=Committees&DocumentType=Meeting Packets&SessionId=76](http://myfloridahouse.gov/Sections/Documents/publications.aspx?CommitteeId=2853&PublicationType=Committees&DocumentType=Meeting%20Packets&SessionId=76).

² Email, Florida Department of Education, Apprenticeship Program Enrollment Information (March 10, 2015).

³ Chapter 2002-387, L.O.F.

⁴ Section 1001.44(3), F.S.

(DOE).⁵ In addition, district school boards of contiguous districts may enter into an agreement to establish a career center after obtaining approval from DOE.⁶

There are currently 48 public career centers operating in 30 school districts in Florida.⁷ Forty-seven of the career centers are accredited by the Council on Occupational Education (COE). Gadsden Technical Institute became a candidate for accreditation in 2013.⁸ The COE is recognized as a national institutional accrediting agency by the United States Secretary of Education for participation in Title IV programs.⁹ COE accredits educational institutions in 35 states, the District of Columbia, and two foreign countries,¹⁰ and its current scope includes accreditation of non-degree-granting and applied associate degree-granting postsecondary occupational education institutions.¹¹

Both school districts and Florida College System (FCS) institutions offer workforce education programs.¹² School districts may provide workforce education programs through one or more career centers, and may provide workforce education programs by sponsoring charter technical career centers in coordination with an FCS institution.¹³ Workforce education programs include: adult general education programs; career certificate programs; applied technology diploma programs; continuing workforce education courses; degree career education programs; and apprenticeship and preapprenticeship programs.¹⁴ The career centers enrolled 47,659 students in career and technical education programs in 2013-14.¹⁵

In an effort to create a positive image and perception of the programs, services, staff and students, career centers have been changing their names to “technical college”. Currently, 23 schools (approximately 50 percent) in 12 districts have changed their name to include “technical college”. They are:

- First Coast Technical College (St. Johns County)
- Lake Technical College (Lake County)
- Atlantic Technical College, Sheridan Technical College, and William T. McFatter Technical College (Broward County)
- Pinellas Technical College – St. Pete and Pinellas Technical College – Clearwater (Pinellas County)
- Florida Panhandle Technical College (Washington County)
- Emerald Coast Technical College (Walton County)
- Withlacoochee Technical College (Citrus County)
- Suncoast Technical College (Sarasota County)
- Aparicio-Levy Technical College, Brewster Technical College, Erwin Technical College, and Learey Technical College (Hillsborough County)
- Manatee Technical College (Manatee County)
- D.A. Dorsey Technical College, George T. Baker Aviation Technical College, Lindsey Hopkins Technical College, Miami Lakes Educational Center and Technical College, Robert Morgan Education Center and Technical College, and South Dade Technical College (Miami-Dade County)

⁵ Section 1001.44(1), F.S.

⁶ Section 1001.44(2), F.S.

⁷ Department of Education, District Technical Center Directors List, available at <http://www.fldoe.org/academics/career-adult-edu> last visited (March 4, 2015).

⁸ Council on Occupational Education, *Accredited Institutions – January 2015*, available at <http://www.council.org/accredited-institutions/>.

⁹ Financial Aid for Postsecondary Students, Accreditation in the United States, available at http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html.

¹⁰ COE, *Accredited Institutions – January 2015*, available at <http://www.council.org/accredited-institutions/>.

¹¹ COE, *Handbook of Accreditation: 2015 Edition*, available at <http://www.council.org/manuals/>.

¹² Section 1011.80(2), F.S.

¹³ Florida House of Representatives, Schools and Learning Council, *2008 Education Fact Sheets*, available at <http://www.myfloridahouse.gov/Sections/Committees/committeesdetail.aspx?CommitteeId=2366>.

¹⁴ Section 1011.80(1), F.S.

¹⁵ Email, Department of Education, Division of Career and Adult Education (March 5, 2015).

- Fred K. Marchman Technical College (Pasco County)¹⁶

Current law defines a charter technical career center as a public school or a public technical center operated under a charter granted by a district school board, Florida College System (FCS) institution board of trustees, or consortium of the above entities, and managed by a board of directors.¹⁷ The purpose of a charter technical career center is to:

- develop a competitive workforce to support local business and industry and economic development;
- create a training and education model that is reflective of marketplace realities;
- offer a continuum of career educational opportunities using a school-to-work, tech-prep, technical, academy, and magnet school model;
- provide career pathways for lifelong learning and career mobility; and
- enhance career and technical training.¹⁸

Charter technical career centers are authorized, through charters with their school district or FCS institution, to offer workforce education programs.¹⁹ Charter technical career centers are not currently authorized to award college credit or degrees. However, if an associate in applied science (AAS) or an associate in science (AS) degree program contains within it an occupational completion point that confers a certificate or applied technology diploma, that portion of the program may be conducted by a school district career center.²⁰

There are currently two charter technical career centers operating in Florida, Lake Technical College in Eustis and First Coast Technical College in St. Augustine. Both are accredited by COE.²¹

Effect of Proposed Changes

The bill authorizes career centers and charter technical career centers to offer college credit certificate programs or technical certificate programs that are terminal in nature and approved by an accrediting agency recognized by the United States Department of Education.

The career center must annually, and upon request of the state board, the Chancellor of DCAE, or the Legislature, submit a status report regarding the career center's programs. The bill outlines specific performance and compliance indicators that must be included in the report.

The bill specifies that a career center or a charter technical career center may use the designation "technical college" only if the center:

- offers college credit certificate programs or technical certificate programs that are terminal in nature; and
- offers only career and technical education programs that are approved by an accrediting agency recognized by the United States Department of Education.

The bill clarifies that a career center that changes its name to technical college remains under the control of the district school board of the school district in which the center is located.

Applied Technology Diploma

Present Situation

¹⁶ Email, Atlantic Technical College & Technical High School, Director (March 10, 2015).

¹⁷ Section 1002.34(3)(a), F.S.

¹⁸ Section 1002.34(2), F.S.

¹⁹ Section 1002.34(3)(a), F.S.

²⁰ Section 1011.80(2), F.S., Although the subsection states school district career center, charter technical center is implied through its authorization by the school district career center under s. 1002.34(3)(a), F.S.

²¹ Office of Program Policy and Governmental Accountability, *Technical Centers*, presentation to Higher Education and Workforce Subcommittee (Jan. 8, 2014), available at <http://www.oppaga.state.fl.us/Presentations.aspx>.

An applied technology diploma (ATD) is currently defined as a course of study that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. It may consist of either technical (clock hour) or college credit; however a public school district (through a career center or charter technical career center), may offer the ATD only as technical credit, and college credit can be awarded to the student only upon articulation to an Florida College System institution.²² Enrollment data for the 2013-14 academic year indicates that ATD programs were offered in eight districts and enrolled 1,051 students statewide.²³

Effect of Proposed Changes

The bill renames and redefines “applied technology diploma” to “college credit certificate” to align with the career centers’ authority to offer college credit. ATDs, currently offered as clock hour programs, will be converted to college credit. College credit courses may be offered by a career center only as part of a college credit certificate or Associate in Applied Science degree program, and faculty credentials must meet guidelines required in the state course numbering system to ensure appropriate transfer of credit.

Career and Technical Education Programs

Present Situation

Current law outlines the issues related to career education for which school boards, Florida College System institution boards of trustees and the Department of Education are responsible.²⁴ However, the State Board of Education (SBE) does not currently have the rulemaking authority to define the quality components of a career and technical education program.

Effect of Proposed Changes

The bill improves the quality of career and technical education programs by revising standards and authorizing the SBE to adopt rules related to program accountability.

Higher Education Coordinating Council

Present Situation

The Higher Education Coordinating Council (HECC) was created in 2010 for the purpose of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers.²⁵ The HECC is comprised of eleven members:

- One member of the Board of Governors,
- One member of the State Board of Education
- Chancellor of the State University System,
- Chancellor of the Florida College System,
- Executive Director of the Florida Association of Postsecondary Schools and Colleges,
- President of the Independent Colleges and Universities of Florida,
- President of Workforce Florida, Inc,
- President of Enterprise Florida, Inc, and
- Three business community representatives, one appointed by the Speaker of the House of Representatives, one appointed by the President of the Senate, and one appointed by the Governor.²⁶

²² Section 1004.02(8), F.S.

²³ Email, Florida Department of Education, Division of Career and Adult Education (March 4, 2015).

²⁴ Section 1004.92, F.S.

²⁵ Section 1004.015, F.S.

²⁶ *Id.*

Effect of Proposed Changes

The bill adds the Chancellor of Career and Adult Education to the membership of the HECC to provide for the adequate representation of career centers in discussions and recommendations relating to higher education policies.

Common Placement Testing

Present Situation

There are a variety of indicators of college readiness that postsecondary institutions can use to determine if a student has the necessary skills to succeed in college-level coursework. Each Florida College System Board of Trustees is required to develop a plan which includes, at a minimum, local policies that outline documented student achievements such as grade point average, work history, military experience, participation in juried competitions, career interests, degree major declaration, or any combination of such activities that the institution may consider in addition to common placement test scores, for advising students regarding enrollment options.²⁷

Current law requires the State Board of Education, in conjunction with the Board of Governors, to develop and implement a common placement test to assess the basic computation and communication skills of students who intend to enter a degree program at any public postsecondary institution.²⁸ All First-Time-In-College (FTIC) students who have not either met college level competencies through the completion of developmental education requirements or been awarded credit for college-level coursework shall be assessed prior to the completion of initial registration²⁹. However, the following students are exempt from this requirement:

- Students who entered the 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and graduated with a Florida standard high school diploma, and
- Students who presently serve as active duty members of any branch of the United States Armed Services.³⁰

Students who graduated from a public high school after a specified date are not required to take the common placement test upon entry to a public postsecondary institution, but all other students are required to take the test (unless they have demonstrated competencies in an alternative way). The rationale for this exemption is that all high schools are currently required to evaluate the college readiness of students with specified achievement levels on standardized assessments by administering the common placement test before the beginning of the 12th grade. High schools must use scores on the common placement test, or an approved alternative assessment, to advise students of any identified deficiencies. Students with identified deficiencies are required to complete appropriate postsecondary preparatory instruction before high school graduation³¹.

A student who takes the common placement test upon entry at a public postsecondary institution and whose score on the test indicates a need for developmental education must be advised of all developmental education options offered at the institution and, after advisement, shall be allowed to enroll in the developmental education option of his or her choice³². All students must be provided admissions counseling which must include information on all available and appropriate developmental education instruction options. For students not exempt from testing, the counseling must use tests to measure achievement of college-level communication and computation competencies.

²⁷ Section 1008.30(6)(a)1., F.S.

²⁸ Sections 1001.03(10) and 1008.30(1), F.S.

²⁹ Rule 6A-1-.0315(1)(b), F.A.C.

³⁰ Section 1008.30(4)(a), F.S.

³¹ Section 1008.30(3), F.S.

³² Section 1008.31(4)(b), F.S.

A student who demonstrates readiness by achieving or exceeding the test scores established by rule and enrolls in a FCS institution within 2 years after achieving the scores cannot be required to retest or enroll in developmental education when admitted into any FCS institution.³³

Effect of Proposed Changes

The bill strengthens student advising by requiring all students to take the common placement test upon entry to a public postsecondary institution and requiring institutions to use test scores, along with other indicators of success in college-level coursework, to advise students regarding course placement options. Common placement scores will not only provide students with more diagnostic information to make the appropriate decision on course placement, but will also provide institutions with a full array of data which will assist in determining which developmental options are most effective.

The bill eliminates the common placement testing requirement in high schools and eliminates the exemption from testing for students who entered high school in 2003-04 or thereafter and students who are as active duty members of any branch of the military. By moving the testing requirement closer to the point of entry at a public postsecondary institution, the diagnostic information provided by the test will be more meaningful and relevant in predicting student success in college level coursework. Students will still have the ability to enroll in the developmental education option or gateway college course of their choice, but the information they use to make that decision will be more comprehensive.

Workforce Education Funding

Present Situation

Funds provided for career and charter technical centers are appropriated separately in the General Appropriations Act (GAA) from other K-12 programs. Proviso language included in the GAA specifies that the funds appropriated shall not be used to support K-12 programs or district K-12 administrative indirect costs. The Auditor General verifies compliance with this requirement during scheduled audits of these institutions.³⁴ As part of the school district, career and charter technical centers benefit from the use of school district personnel and services for many activities which may include: payroll/human resources; building maintenance and repair; pest control; lawn care; risk management and liability insurance; marketing; financial and legal services; professional development; school police; technology and MIS; transportation for limited high school students; and utilities. By sharing services, the centers do not have to hire additional full-time staff, or contract for these activities. School districts, in turn, charge their center(s) associated indirect and administrative fees for usage. Currently the Department of Education's (DOE) financial data system does not separate secondary expenditures from postsecondary expenditures; thus, it has been difficult to obtain data or ascertain how the career education centers' indirect service charges are calculated. The indirect costs charged by school districts to the 48 centers vary in percentage of total allocations.

Postsecondary education, including workforce education programs, once conformed to a calculated percentage of the average cost of instruction funded with 75 percent from state general revenue and 25 percent from student fees. This ratio is no longer applicable, as tuition and fee revenues currently make up a larger percentage of total funding. Funding for workforce education is currently calculated based on weighted enrollment minus fee revenues generated to offset program operational costs.

Effect of Proposed Changes

The bill requires each school district and Florida College System (FCS) institution receiving state appropriations for workforce education programs to maintain adequate and accurate records including a system to record school district workforce education funding and expenditures in order to maintain separation of postsecondary workforce education expenditures from secondary education expenditures.

³³ Section 1008.30(4)(c), F.S.

³⁴ Chapter 2014-51, L.O.F., see Specific Appropriation 122 proviso referencing Specific Appropriations 13, 120, and 122

The bill revises the calculation methodology for determining state funding for workforce education programs consistent with the current method used to allocate funds, and removes obsolete references for programs that are no longer funded.

The bill clarifies the requirements for workforce performance funding to reward all types of workforce education programs, including those that:

- prepare people to enter high-skill/high wage occupations;
- increase student achievement in Adult General Education courses; and
- award industry certifications

Florida College System Institution Baccalaureate Degrees

Present Situation

Current law authorizes the State Board of Education (SBE) to review and approve Florida College System (FCS) institution baccalaureate degree program proposals that meet certain specifications and requirements.³⁵ During the 2014 Legislative Session, House Bill 5101³⁶ placed a one-year moratorium on the SBE's authority to approve new programs. The moratorium expires May 21, 2015.

Additionally, the Board of Trustees of St. Petersburg College is authorized to establish additional baccalaureate degrees in program areas deemed to be feasible and warranted. The one-year moratorium on the approval of new programs also applies to St. Petersburg College.³⁷

Effect of Proposed Changes

The bill deletes the moratorium on the approval of new FCS institution baccalaureate degree programs and removes St. Petersburg College's authority to approve its own baccalaureate degree programs, thereby requiring them to seek approval from the State Board of Education for any additional baccalaureate degrees.

B. SECTION DIRECTORY:

Section 1. Amends s. 446.021, F.S., amending the definitions of "journeyworker" and "related instruction".

Section 2. Amends s. 446.032, F.S., making a technical change of "journeymen" to "journeyworker".

Section 3. Amends s. 446.045, F.S., clarifying that public members of the State Apprenticeship Advisory Council are to be independent of any joint or nonjoint organization.

Section 4. Amends s. 446.081, F.S., clarifying that nothing in ss. 446.011-446.092, F.S. or implementing rules shall operate to invalidate any special provisions for veterans, minorities, or women in apprenticeship programs.

Section 5. Amends s. 446.091, F.S., making a technical change of "journeymen" to "journeyworker".

Section 6. Amends s. 446.092, F.S., clarifying language related to industry standards.

Section 7. Amends s. 1001.03, F.S., removing the moratorium on the approval of Florida College System institute baccalaureate degree program proposals.

Section 8. Amends s. 1001.44, F.S., authorizing a career center to offer college credit certificate or technical certificate programs that are terminal in nature upon approval of the State Board of Education

³⁵ Section 1001.03(15), F.S.

³⁶ Chapter 2014-56, L.O.F.

³⁷ Section 1007.33, F.S.

and their accrediting agency; outlining the application and approval process for offering such programs; and allowing a career center that does offer college credit certificate or technical certificate programs to use the designation “technical college” after meeting specific requirements.

Section 9. Amends s. 1002.34, F.S., authorizing a charter technical career center to offer college credit certificate or technical certificate programs that are terminal in nature and providing a process for approval; and allowing a center that does offer college credit certificate or technical certificate programs to use the designation “charter technical college” with appropriate approval.

Section 10. Amends s. 1002.345, F.S., updating cross references.

Section 11. Amends s. 1004.015, F.S., adding the Chancellor of Career and Adult Education at the Department of Education to the Higher Education Coordinating Council.

Section 12. Amends s. 1004.02, F.S., renaming the applied technology diploma program as the college credit certificate program to provide clarification and reflect that a career center or charter technical career center can now offer college credit in such programs.

Section 13. Amends s. 1004.92, F.S., revising language regarding career and technical education program standards and requiring the State Board of Education to adopt rules.

Section 14. Amends s. 1007.23, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

Section 15. Amends s. 1007.25, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

Section 16. Amends s. 1007.33, F.S., removing St. Petersburg College Board of Trustees’ authority to approve baccalaureate degree program proposals.

Section 17. Amends s. 1008.30, F.S., eliminating the Postsecondary Education Readiness Test (PERT) testing requirement in high school and the testing exemption for students who entered high school in the 2003-04 academic year and thereafter; and allowing all students the option to enroll in a developmental education option or gateway course of his or her choice after being advised based on test scores and other readiness factors.

Section 18. Amends s. 1009.22, F.S., updates the standard tuition rates per contact hour for career certificate programs to current rates authorized by the Legislature; provides a new tuition fee structure for college credit certificate programs at the same rates as those charged by the Florida College System for college credit programs.

Section 19. Amends s. 1009.53, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

Section 20. Amends s. 1009.532, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

Section 21. Amends s. 1009.536, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

Section 22. Amends s. 1011.80, F.S., authorizing a career center or charter technical career center to offer college credit certificates; requiring school districts and colleges to maintain adequate and accurate records, separating postsecondary workforce education expenditures from secondary education expenditures; clarifying the requirements for funding calculations to align with the current methodology for determining workforce education funding; clarifying the requirements for workforce performance funding.

Section 23. Provides an effective date of July 1, 2015.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None

2. Expenditures:

None

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None

2. Expenditures:

None

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

Changing the name of applied technology diploma programs to college credit certificate programs and converting the tuition rates from contact hour to credit hour will result in a minimal increase in cost for students. The student does, however, receive an upgraded product with college credit that is more easily transferrable.

D. FISCAL COMMENTS:

The bill has an indeterminate fiscal impact on tuition and fee revenues for career centers and charter technical centers. Authorizing career centers and charter technical centers to offer college credit certificate could also encourage increased student enrollment in these programs. Increased enrollment in these programs is indeterminate. Increases in enrollment in these programs also increase state funding needs since student tuition makes up only a portion of the cost of attendance.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. This bill does not appear to affect county or municipal governments.

2. Other:

None

B. RULE-MAKING AUTHORITY:

The bill provides rulemaking authority to the State Board of Education regarding instructional components of Career and Technical Education programs. The bill may also require the State Board of Education to modify rules relating to common placement testing for public postsecondary education, workforce education program funding reporting, and the approval of Florida College System institution baccalaureate degree program proposals.

The bill may require the Board of Governors to modify regulations relating to common placement testing for public postsecondary education.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES