

Tab 1 CS/SB 934 by ED, Diaz; High-performing Charter Schools

Tab 2 SB 1132 by Simmons; (Similar to CS/H 01061) Funds for Operation of Schools

Tab 3 CS/SB 1308 by ED, Perry; (Similar to H 01407) Pathways to College and Career Success

128722	A	S	RCS	AED, Perry	Delete L.105 - 135:	04/11 04:32 PM
551110	A	S	RCS	AED, Perry	btw L.145 - 146:	04/11 04:32 PM

Tab 4 CS/SB 1342 by ED, Stargel; (Compare to CS/CS/CS/H 00189) Postsecondary Education for Secondary Students

Tab 5 SB 1444 by Diaz; (Compare to CS/H 01127) Education

Tab 6 SB 1456 by Perry; (Identical to H 01027) Office of Early Learning

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Senator Stargel, Chair
Senator Diaz, Vice Chair

MEETING DATE: Tuesday, April 9, 2019
TIME: 1:30—3:30 p.m.
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Stargel, Chair; Senator Diaz, Vice Chair; Senators Baxley, Book, Flores, Montford, Pizzo, and Simmons

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 934 Education / Diaz	High-performing Charter Schools; Revising requirements for a high-performing charter school; revising the facility capacity measurement used when a high-performing charter school increases its student enrollment; revising the number of charter schools that a high-performing charter school may establish in any year from two to one, etc. ED 03/19/2019 Fav/CS AED 04/09/2019 Favorable AP	Favorable Yeas 8 Nays 0
2	SB 1132 Simmons (Similar CS/H 1061, Compare H 989, S 1388)	Funds for Operation of Schools; Providing that a specified value be used for each student who fulfills specified requirements in the calculation of full-time equivalent student membership, etc. ED 03/26/2019 Favorable AED 04/09/2019 Favorable AP	Favorable Yeas 8 Nays 0
3	CS/SB 1308 Education / Perry (Similar H 1407, Compare CS/CS/H 839, CS/H 7071, CS/S 1296)	Pathways to College and Career Success; Requiring the Commissioner of Education to conduct an annual review of career and technical education offerings in the K-12 education system, career centers, and the Florida College System; requiring the statewide articulation agreement to provide for a reverse transfer agreement; authorizing state universities or Florida College System institutions to waive tuition and fees for students who meet specified requirements, etc. ED 03/19/2019 Fav/CS AED 04/09/2019 Fav/CS AP	Fav/CS Yeas 8 Nays 0

COMMITTEE MEETING EXPANDED AGENDAAppropriations Subcommittee on Education
Tuesday, April 9, 2019, 1:30—3:30 p.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	CS/SB 1342 Education / Stargel (Compare CS/CS/H 189)	Postsecondary Education for Secondary Students; Requiring postsecondary institutions to annually report specified information to the Commissioner of Education; revising the grade point average requirement for student eligibility relating to initial and continued enrollment in college credit dual enrollment courses; requiring, rather than authorizing, instructional materials to be made available to certain dual enrollment students free of charge; providing additional options for students participating in an early college program; authorizing certain private school and home education students to enroll in an early college program, etc. ED 03/26/2019 Temporarily Postponed ED 04/02/2019 Fav/CS AED 04/09/2019 Favorable AP	Favorable Yeas 8 Nays 0
5	SB 1444 Diaz (Similar H 1127)	Education; Requiring the Department of Education to maintain a disqualification list; prohibiting individuals who are on the disqualification list from being employed or contracted by a charter school or serving as a member of a charter school governing board; revising requirements for private schools relating to employment; prohibiting individuals on the disqualification list from serving or applying to serve as an employee or contract personnel at any public school or private school, etc. ED 03/19/2019 Favorable AED 04/09/2019 Favorable AP	Favorable Yeas 8 Nays 0
6	SB 1456 Perry (Identical H 1027)	Office of Early Learning; Requiring certain preservice and inservice training requirements established by the Office of Early Learning to include specified professional development pathways; requiring the office to develop certain training and course standards for school readiness program providers; requiring the office to identify certain formal and informal career pathways, stackable credentials, and certifications that meet specified criteria for such providers, etc. ED 03/26/2019 Favorable AED 04/09/2019 Favorable AP	Favorable Yeas 8 Nays 0

Other Related Meeting Documents

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: CS/SB 934

INTRODUCER: Education Committee and Senator Diaz

SUBJECT: High-performing Charter Schools

DATE: April 8, 2019

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Graf</u>	<u>Sikes</u>	<u>ED</u>	Fav/CS
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Recommend: Favorable
3.	_____	_____	<u>AP</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 934 modifies the high-performing charter school eligibility criteria and related authorities regarding increasing student enrollment and replicating charter schools. Specifically, the bill:

- Provides a mechanism for an alternative charter school to become a high-performing charter school, if the school received, instead of specified school grades, at least two school improvement ratings of “commendable” and no school improvement rating below ‘maintaining,’ during each of the previous three school years, and:
 - Applies the existing financial audit-related eligibility criteria to an alternative charter school that received the specified school improvement rating.
 - Eliminates the eligibility criteria for a charter school to become a high-performing charter school based on the school receiving two consecutive school grades of “A” in the most recent two school years.
- Modifies a high-performing charter school’s existing authority to increase its student enrollment once per school year to specify that the student enrollment may not exceed the current facility capacity.
- Reduces the number of charter schools that a high-performing charter school may establish within the state in any year from no more than two schools to no more than one school. The bill maintains current law that authorizes a high-performing charter school to establish more than one charter school within the state in any year if the high-performing charter school operates in the area of a persistently low-performing school and serves students from that school.

The bill does not have an impact on state revenues or expenditures. However, the bill will reduce the administrative fees that district school board sponsors may retain overall from funding provided to charter schools because high-performing charter schools will have a reduced administrative fee as compared to other charter schools.

The bill takes effect July 1, 2019.

II. Present Situation:

All charter schools in Florida are public schools and are part of the state's program of public education.¹ A charter school may be formed by creating a new school or converting an existing public school to charter status.² During the 2017-18 school year, over 295,000 students were enrolled in 655 charter schools in 47 Florida districts.³

High-Performing Charter Schools

According to the Florida Department of Education (DOE), 197 high-performing charter schools currently operate in Florida.⁴

Eligibility Criteria

A charter school is a high-performing charter school if the school:⁵

- Received at least two school grades of “A” and no school grade below “B,” during each of the previous three school years or received at least two consecutive school grades of “A” in the most recent two school years.
- Received an unqualified opinion on each annual financial audit required under law⁶ in the most recent three fiscal years for which such audits are available.
- Did not receive a financial audit that revealed one or more of the financial emergency conditions set forth in law⁷ in the most recent three fiscal years for which such audits are available. However, this requirement is deemed met for a charter school-in-the-workplace if there is a finding in an audit that the school has the monetary resources available to cover any reported deficiency or that the deficiency does not result in a deteriorating financial condition pursuant to law.⁸

For purposes of determining initial eligibility, the financial audit requirements only apply for the most recent two fiscal years if the charter school earns two consecutive grades of “A.” A virtual charter school established in accordance with the law⁹ is not eligible for designation as a high-performing charter school.

¹ Section 1002.33(1), F.S.

² *Id.*

³ Florida Department of Education, *Fact Sheet: Florida's Charter Schools* (Sep. 2018), available at <http://www.fldoe.org/core/fileparse.php/7696/urlt/Charter-Sept-2018.pdf>.

⁴ Florida Department of Education, 2019 Agency Legislative Bill Analysis of SB 934 (March 13, 2019), at 2.

⁵ Section 1002.331(1), F.S.

⁶ Section 218.39, F.S.

⁷ Section 218.39(1), F.S.

⁸ Section 1002.345(1)(a)3., F.S.

⁹ Section 1002.33, F.S.

Statutory Authority

A high-performing charter school is authorized to:¹⁰

- Increase its student enrollment once per school year to more than the capacity identified in the charter, but student enrollment may not exceed the capacity of the facility¹¹ at the time the enrollment increase will take effect.
- Expand grade levels within kindergarten through grade 12 to add grade levels not already served if any annual enrollment increase resulting from grade level expansion is within the limit established in law.¹²
- Submit a quarterly, rather than a monthly, financial statement to the sponsor.
- Consolidate under a single charter the charters of multiple high-performing charter schools operated in the same school district by the charter schools' governing board regardless of the renewal cycle.
- Receive a modification of its charter to a term of 15 years or a 15-year charter renewal. The charter may be modified or renewed for a shorter term at the option of the high-performing charter school.

In addition, high-performing charter schools have less administrative fees withheld by district school boards. Specifically, school district sponsors may withhold up to two percent in administrative fees for enrollment up to and including 250 students in high-performing charter schools, compared to five percent administrative fees for other charter schools.¹³

Replication

Florida law authorizes a high-performing charter school to submit an application in any school district in the state to establish and operate a new charter school that will substantially replicate its educational program.¹⁴

A high-performing charter school may not establish more than two charter schools within the state in any year.¹⁵ However, a high-performing charter school is authorized to establish more than one charter school within the state in any year if the high-performing charter school operates in the area of a persistently low-performing school¹⁶ and serves students from that school.¹⁷ During the 2017-2018 school year, there were 48 persistently low-performing schools in Florida.¹⁸

¹⁰ Section 1002.331(2), F.S.

¹¹ Facility capacity for purposes of grade level expansion must include any improvements to an existing facility or any new facility in which a majority of the students of the high-performing charter school will enroll. *Id.*, at (a).

¹² *Id.*

¹³ Section 1002.33(20)(a)2, F.S.

¹⁴ Section 1002.331(3)(a)1., F.S.

¹⁵ Section 1002.33(b), F.S.

¹⁶ A "persistently low-performing school" means a school that has earned three consecutive grades lower than a "C," pursuant to s. 1008.34, and a school that was closed pursuant to s.1008.33(4) within 2 years after the submission of a notice of intent. Section 1002.333(1)(b), F.S.

¹⁷ Section 1002.331(3)(b), F.S.

¹⁸ Florida Department of Education, *2017-18 Persistently Low-Performing Schools*, available at <http://www.fldoe.org/core/fileparse.php/18534/urlt/PLPSchools18.xls>.

School Grade

Schools are graded using one of the following grades, defined according to rules of the State Board of Education (SBE or state board):¹⁹

- “A,” schools making excellent progress.
- “B,” schools making above average progress.
- “C,” schools making satisfactory progress.
- “D,” schools making less than satisfactory progress.
- “F,” schools failing to make adequate progress.

An alternative school²⁰ may choose to receive a school grade under this section or a school improvement rating.²¹ For charter schools that meet the definition of an alternative school pursuant to state board rule, the decision to receive a school grade is the decision of the charter school governing board.²²

School Improvement Rating

The school improvement rating must identify an alternative school as having one of the following ratings defined according to SBE rules:²³

- “Commendable” means a significant percentage of the students attending the school are making Learning Gains.
- “Maintaining” means a sufficient percentage of the students attending the school are making Learning Gains.
- “Unsatisfactory” means an insufficient percentage of the students attending the school are making Learning Gains.

III. Effect of Proposed Changes:

High-Performing Charter Schools

Eligibility Criteria

Currently, only a charter school that receives a school grade can qualify as a high-performing charter school if the school meets the specified school grade and financial audit requirements specified in law. The bill creates a mechanism for an alternative charter school to also become a high-performing charter school if the alternative charter school received at least two school improvement ratings of “commendable” and no school improvement rating below “maintaining,” during each of the previous three school years. The bill maintains the existing financial audit-related eligibility criteria to also apply to an alternative charter school that received the specified school improvement rating.

¹⁹ Section 1008.34(2), F.S.

²⁰ An alternative school is a school that provides dropout prevention and academic intervention services pursuant to s. 1003.53, F.S. Section 1008.341(2), F.S. An alternative school must receive a school improvement rating unless the school earns a school grade pursuant to s. 1008.34. *Id.*

²¹ Section 1008.34(3)(a)1., F.S.

²² *Id.*

²³ Section 1008.341(2), F.S.

During 2017-2018 school year, there were 74 alternative charter schools.²⁴ According to the DOE, there were nine alternative charter schools that received at least two school improvement ratings of “commendable” and no school improvement rating below “maintaining” for the three most recent years.”²⁵

The bill also eliminates the following:

- The eligibility criterion based on a charter school receiving two consecutive grades of “A” in the most recent two school years. According to the DOE, of the 26 charter schools that earned high-performing status since the release of the 2017-2018 Florida school grades, 10 charter schools received high-performing status after showing two consecutive “A” grades.²⁶
- The initial eligibility criterion that allows a charter school to meet the financial audit-related components of the eligibility criteria for the most recent two fiscal years if such school earns two consecutive grades of “A.”

By eliminating the eligibility criteria based on two consecutive school grades of “A,” the bill provides flexibility to charter schools regarding meeting the school grade requirement of two school grades of “A” and no school grade of “B” during the previous three school years. Additionally, the bill applies the financial audit requirements, based on a 3-year period, uniformly to charter schools that seek to become high-performing charter schools by eliminating the exception which allowed certain charter schools to fulfill the financial audit requirement for the most recent two years. Accordingly, the bill applies to any charter school that seeks to become a high-performing charter school, the existing 3-year timeframe associated with the school grade and financial audit-related components of the eligibility criteria for high-performing charter schools.

Statutory Authority

The bill modifies a high-performing charter school’s existing authority to increase its student enrollment once per school year to specify that the student enrollment may not exceed the school’s current facility capacity. Current law provides that the student enrollment may not exceed the capacity of the facility at the time the enrollment increase will take effect.²⁷

Replication

The bill reduces the number of charter schools that a high-performing charter school may establish within the state in any year from no more than two schools to no more than one school. However, the bill maintains current law that authorizes a high-performing charter school to establish more than one charter school within the state in any year if the high-performing charter school operates in the area of a persistently low-performing school and serves students from that school.²⁸

The bill takes effect July 1, 2019.

²⁴ Email, Florida Department of Education (March 15, 2019).

²⁵ Florida Department of Education, 2019 Agency Legislative Bill Analysis of SB 934 (March 13, 2019), at 3.

²⁶ *Id.*

²⁷ Section 1002.331(2)(a), F.S.

²⁸ Section 1002.331(3)(b), F.S.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill does not have an impact on state revenues or expenditures. However, the bill may impact the total amount of administrative fees that district school board sponsors may retain.²⁹ Pursuant to current law, a sponsor of a charter school may retain an administrative fee up to five percent of the funding provided to charter schools and up to two percent of the funding provided to high-performing charter schools.³⁰

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

²⁹ Florida Department of Education, 2019 Agency Legislative Bill Analysis of SB 934 (March 13, 2019), at 4.

³⁰ Section 1002.33(20)(a)2., F.S.

VIII. Statutes Affected:

This bill substantially amends section 1002.331 of the Florida Statutes.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Committee on March 19, 2019:

The committee substitute aligns the school improvement rating eligibility criterion with the existing school grade criterion for high-performing charter schools to specify that the school improvement ratings established in the bill apply to each of the previous three school years.

- B. **Amendments:**

None.

By the Committee on Education; and Senator Diaz

581-03256-19

2019934c1

1 A bill to be entitled
 2 An act relating to high-performing charter schools;
 3 amending s. 1002.331, F.S.; revising requirements for
 4 a high-performing charter school; revising the
 5 facility capacity measurement used when a high-
 6 performing charter school increases its student
 7 enrollment; revising the number of charter schools
 8 that a high-performing charter school may establish in
 9 any year from two to one; providing an effective date.

10 Be It Enacted by the Legislature of the State of Florida:

11 Section 1. Subsection (1), paragraph (a) of subsection (2),
 12 and paragraph (b) of subsection (3) of section 1002.331, Florida
 13 Statutes, are amended to read:

14 1002.331 High-performing charter schools.—

15 (1) A charter school is a high-performing charter school if
 16 it:

17 (a) Received at least two school grades of "A" and no
 18 school grade below "B," pursuant to s. 1008.34, during each of
 19 the previous 3 school years or, for charter schools that receive
 20 a school improvement rating under s. 1008.341, at least two
 21 school improvement ratings of "commendable" and no school
 22 improvement rating below "maintaining" during each of the
 23 previous 3 school years ~~or received at least two consecutive~~
 24 ~~school grades of "A" in the most recent 2 school years.~~

25 (b) Received an unqualified opinion on each annual
 26 financial audit required under s. 218.39 in the most recent 3
 27 fiscal years for which such audits are available.
 28
 29

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-03256-19

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30 (c) Did not receive a financial audit that revealed one or
 31 more of the financial emergency conditions set forth in s.
 32 218.503(1) in the most recent 3 fiscal years for which such
 33 audits are available. However, this requirement is deemed met
 34 for a charter school-in-the-workplace if there is a finding in
 35 an audit that the school has the monetary resources available to
 36 cover any reported deficiency or that the deficiency does not
 37 result in a deteriorating financial condition pursuant to s.
 38 1002.345(1) (a)3.

39 ~~For purposes of determining initial eligibility, the~~
 40 ~~requirements of paragraphs (b) and (c) only apply for the most~~
 41 ~~recent 2 fiscal years if the charter school earns two~~
 42 ~~consecutive grades of "A."~~ A virtual charter school established
 43 under s. 1002.33 is not eligible for designation as a high-
 44 performing charter school.

45 (2) A high-performing charter school is authorized to:

46 (a) Increase its student enrollment once per school year to
 47 more than the capacity identified in the charter, but student
 48 enrollment may not exceed the current facility capacity ~~of the~~
 49 ~~facility at the time the enrollment increase will take effect.~~
 50 Facility capacity for purposes of grade level expansion shall
 51 include any improvements to an existing facility or any new
 52 facility in which a majority of the students of the high-
 53 performing charter school will enroll.
 54

55 A high-performing charter school shall notify its sponsor in
 56 writing by March 1 if it intends to increase enrollment or
 57 expand grade levels the following school year. The written
 58

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59 notice shall specify the amount of the enrollment increase and
60 the grade levels that will be added, as applicable. If a charter
61 school notifies the sponsor of its intent to expand, the sponsor
62 shall modify the charter within 90 days to include the new
63 enrollment maximum and may not make any other changes. The
64 sponsor may deny a request to increase the enrollment of a high-
65 performing charter school if the commissioner has declassified
66 the charter school as high-performing. If a high-performing
67 charter school requests to consolidate multiple charters, the
68 sponsor shall have 40 days after receipt of that request to
69 provide an initial draft charter to the charter school. The
70 sponsor and charter school shall have 50 days thereafter to
71 negotiate and notice the charter contract for final approval by
72 the sponsor.

73 (3)

74 (b) A high-performing charter school may not establish more
75 than one charter school ~~two charter schools~~ within the state
76 under paragraph (a) in any year. A subsequent application to
77 establish a charter school under paragraph (a) may not be
78 submitted unless each charter school established in this manner
79 achieves high-performing charter school status. However, a high-
80 performing charter school may establish more than one charter
81 school within the state under paragraph (a) in any year if it
82 operates in the area of a persistently low-performing school and
83 serves students from that school.

84 Section 2. This act shall take effect July 1, 2019.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: SB 1132

INTRODUCER: Senator Simmons

SUBJECT: Funds for Operation of Schools

DATE: April 8, 2019

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Brick</u>	<u>Sikes</u>	<u>ED</u>	Favorable
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Recommend: Favorable
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 1132 provides that school districts will receive additional funding through the Florida Education Finance Program (FEFP) for each student who receives an Advanced Placement Capstone Diploma in addition to a standard high school diploma.

The bill does not require appropriation of additional state funds. The bill may increase funding provided through the FEFP to those school districts that offer the AP Capstone Diploma.

The bill takes effect July 1, 2019.

II. Present Situation:

The Advanced Placement Program

The Advanced Placement Program (AP) enables students to pursue college-level studies while still enrolled in high school.¹ The program consists of college-level courses developed by the AP Program and corresponding exams that are administered once a year.² A student must score a '3' or higher on a 5-point scale to earn postsecondary credit through the AP Program.³

AP Capstone is a diploma granted to students who earn a score of '3' or higher in AP Seminar and AP Research and on four additional AP exams chosen by the student. The program is based on the AP Seminar and AP Research courses, which are yearlong AP courses.⁴ These courses are

¹ College Board, AP Central, *AP at a Glance*, <https://apcentral.collegeboard.org/about-ap/ap-a-glance> (last visited Mar. 20, 2019).

² *Id.*

³ See ss. 1007.27(5) and 1007.23(1), F.S.

⁴ College Board, AP Capstone Diploma Program, *How it Works*, <https://apcentral.collegeboard.org/courses/ap-capstone/how-ap-capstone-works#awards> (last visited Mar. 20, 2019).

designed to complement the other AP courses that the AP Capstone student must take.⁵ AP Seminar and AP Research use an interdisciplinary approach to develop skills students need for college-level work.⁶ In the 2017-2018 academic year, 967 students in 154 public high schools in Florida earned an AP Capstone Diploma.⁷

The AP, International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) programs are utilized in Florida schools to shorten the time necessary for a student to earn a high school diploma and a postsecondary degree, broaden the scope of curricular options available, and increase the depth of study available for a particular subject.⁸ The law provides the following benefits to schools and students engaged in these programs:

- Successful completion of a course in any of these programs qualifies for college credit.⁹
- The percentage of a school's students eligible to earn college credit through any of these programs favorably affects the school's grade.¹⁰
- A grade earned in any of these programs is assigned additional weight for determining student eligibility for a Bright Futures Scholarship.¹¹

Florida Education Finance Program

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts. Under the FEFP, financial support for education is based on the full-time equivalent (FTE) student membership in the public schools.¹² The number of FTE students in each of the funded education programs is multiplied by cost factors¹³ relative to each program to obtain weighted FTE student values.¹⁴

A student who earns a qualifying score on a subject exam in the AP, IB, or AICE programs generates an additional value of 0.16 FTE student membership for a school district.¹⁵

During the 2017-2018 school year, 106,448 Florida public school students received a score of '3' or higher on 179,228 AP exams. In the 2018-2019 fiscal year, the additional FTE membership value associated with each student who earns a qualifying score on an AP exam is approximately \$673.¹⁶

⁵ *Id.*

⁶ *Id.*

⁷ Email, College Board (Mar. 20, 2019).

⁸ Section 1007.27(1), F.S.

⁹ Section 1003.4295, F.S.

¹⁰ Section 1008.34(3)(b)2.b., F.S.

¹¹ Section 1009.531(3)(a), F.S.

¹² *See* s. 1011.62, F.S.

¹³ Program cost factors are based on desired relative cost differences between the following programs as established in the annual General Appropriations Act: grades K-3; 4-8; 9-12; two program cost factors for exceptional students; secondary career education programs; and English for Speakers of Other Languages. Section 1011.62(1)(c), F.S.

¹⁴ Section 1011.62, F.S.; Florida Department of Education, *2017-2018 Funding for Florida School Districts*, <http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>.

¹⁵ Section 1011.62(1)(1-n), F.S.

¹⁶ This figure was calculated with the base student allocation of \$4,204.42, as provided in s. 2, ch. 2018-9, L.O.F., and a cost factor of 1.00 for the 9-12 Grade program. No district cost differential was applied.

Florida law currently provides additional bonus funding through the FEFP for school districts for each student who receives an IB or AICE diploma. A student earning an IB or AICE diploma generates a value of 0.3 FTE.¹⁷ In the 2017-2018 fiscal year, approximately 7,271 students received either an IB or an AICE diploma, generating approximately \$9.2 million¹⁸ in additional funding to the school districts.¹⁹

III. Effect of Proposed Changes:

The bill provides that school districts will receive additional funding through the Florida Education Finance Program (FEFP) for each student who receives an Advanced Placement Capstone Diploma in addition to a standard high school diploma. The additional value is assigned to the full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year.

The bill, in effect, provides the same additional FTE funding for each student who receives an AP Capstone Diploma as a student who receives an IB or AICE diploma. The bill may incentivize more districts and schools to offer the AP Capstone Diplomas.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

¹⁷ Section 1011.62(1)(1-m), F.S.

¹⁸ This figure was calculated with the base student allocation of \$4,204.42, as provided in s. 2, ch. 2018-9, L.O.F., and a cost factor of 1.00 for the 9-12 Grade program. No district cost differential was applied.

¹⁹ Department of Education, Office of Funding and Financial Reporting, *Florida Education Finance Program 2018-19 Third Calculation*, at 14 (2019), available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/18193rdCalc.pdf>.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

Students and families of students who earn college credits in high school through the Advanced Placement Capstone Diploma Program may experience cost savings.

C. Government Sector Impact:

The bill has no impact on state revenues or expenditures. Adding 0.3 full-time equivalent membership value for each student who earns an Advanced Placement Capstone Diploma will allow some school districts to generate additional bonus funding through the Florida Education Finance Program.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following section of the Florida Statutes: 1011.62.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Simmons

9-00728-19

20191132__

A bill to be entitled

An act relating to funds for operation of schools; amending s. 1011.62, F.S.; providing that a specified value be used for each student who fulfills specified requirements in the calculation of full-time equivalent student membership; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (n) of subsection (1) of section 1011.62, Florida Statutes, is amended to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(n) *Calculation of additional full-time equivalent membership based on College Board Advanced Placement scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination. A value of 0.3 full-time equivalent student membership shall be calculated for

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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each student who receives an Advanced Placement Capstone Diploma in addition to meeting the standard high school diploma requirements under s. 1003.4282. Such value shall be for the ~~prior year~~ and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction, in accordance with this paragraph, to the high school that generates the funds. The school district shall distribute to each classroom teacher who provided advanced placement instruction:

1. A bonus in the amount of \$50 for each student taught by the Advanced Placement teacher in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination.

2. An additional bonus of \$500 to each Advanced Placement teacher in a school designated with a grade of "D" or "F" who has at least one student scoring 3 or higher on the College Board Advanced Placement Examination, regardless of the number of classes taught or of the number of students scoring a 3 or higher on the College Board Advanced Placement Examination.

Bonuses awarded under this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive. For such courses, the teacher shall earn an additional bonus of \$50 for each student who has a qualifying score.

Section 2. This act shall take effect July 1, 2019.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

9 April 19

Meeting Date

1132

Bill Number (if applicable)

Topic Funds for Operation of Schools

Amendment Barcode (if applicable)

Name James Mosteller

Job Title Advocacy Associate

Address 215 S. Monroe Street

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Street

Tallahassee

FL

32301

Email JamesM@excelined.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Foundation for Florida's Future

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

SB 1132

Bill Number (if applicable)

Topic Advanced Placement Capstone Diploma

Amendment Barcode (if applicable)

Name Jessica Janasiewicz

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Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Heartland Educational Consortium

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/19

Meeting Date

SB 1132

Bill Number (if applicable)

Topic AP Capstone

Amendment Barcode (if applicable)

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Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Broward County Public Schools

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019
Meeting Date

SB 1132
Bill Number (if applicable)

Topic Funds for Operation of Schools

Amendment Barcode (if applicable)

Name Khanh-Lee R. Banko

Job Title Resolutions Chair

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City State Zip

Email resolutions@floridapta.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida PTA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

1132

Meeting Date

Bill Number (if applicable)

Topic Funds for Operation of Schools

Amendment Barcode (if applicable)

Name Matthew Choy

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State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing The Florida Chamber of Commerce

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: PCS/CS/SB 1308 (773850)

INTRODUCER: Appropriations Subcommittee on Education; Education Committee and Senator Perry

SUBJECT: Pathways to College and Career Success

DATE: April 8, 2019

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Bouck</u>	<u>Sikes</u>	<u>ED</u>	Fav/CS
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Recommend: Fav/CS
3.	_____	_____	<u>AP</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

PCS/CS/SB 1308 provides for greater access to meaningful credentials that prepare students for additional postsecondary education or a career. Specifically, the bill:

- Requires the Commissioner of Education (commissioner) to conduct an annual review of career and technical education offerings in the K-12 education system, career centers, and the Florida College System (FCS) to determine their alignments with employer demand, postsecondary degree or certificate programs, and industry certifications. As a result of the review, the commissioner must:
 - Phase out programs not aligned to the needs of employers or do not provide those persons who complete programs with middle- or higher-wage jobs.
 - Encourage school districts and FCS institutions to offer new programs that are in demand by employers.
 - Provide an annual report to the Governor and the Legislature summarizing findings and recommendations.
- Expands access to associate in arts (AA) degrees by requiring:
 - The statewide articulation agreement to provide for a reverse transfer agreement to award AA degrees to students who transferred to a state university from an FCS institution before earning the AA degree, but who have since completed requirements for the degree.
 - State universities or FCS institutions to award an AA degree to students who request the degree, or specified students who fail to enroll in a fall or spring semester. The entity that

- will award the degree is specified based on the number of credits completed at each institution.
- Provides financial assistance for students to complete a degree by:
 - Authorizing a state university or FCS institution to waive tuition and fees for a student who was enrolled between five and 10 years ago, and who successfully completed all but the equivalent of 10 percent of the required coursework for an associate or bachelor's degree.
 - Creating the "Last Mile Scholarship" program for the 2019-2020 academic year. Subject to legislative appropriation, the scholarship awards the cost of in-state tuition and fees to Florida residents who are in good standing, have earned credit at a state university or FCS institution within eight years of application, and are within 12 credit hours of completing a first associate or baccalaureate degree.

The bill does not have an impact on state revenues. The bill may result in a loss of revenue for postsecondary institutions who grant the tuition and fee waivers authorized by the bill. The funding for the "Last Mile Scholarship" is contingent upon legislative appropriation. In addition, institutions may incur costs as they track students about meeting the requirements of AA degree. The Department of Education may incur costs related to the annual review and report of career and technical education offerings. However, the department can absorb these costs within its current appropriation.

The bill takes effect July 1, 2019.

II. Present Situation:

The present situation for the relevant portions of the bill is discussed under the Effect of Proposed Changes of this bill analysis.

III. Effect of Proposed Changes:

Career and Technical Education

Present Situation

Sixty-seven percent of the jobs created in Florida between 2018 and 2025 are expected to require a postsecondary degree or certificate (postsecondary vocational, associate, bachelor's, master's or higher).¹ However, only 49 percent of Floridians have a credential beyond high school.² The ability to train and retain skilled Floridians and attract college graduates and other trained workers as a talent pipeline to Florida businesses remains vitally important.³

¹ Department of Economic Opportunity, *Florida Strategic Plan for Economic Development (2018-2023)*, available at <http://www.floridajobs.org/docs/default-source/division-of-strategic-business-development/fl5yrplan/fl-strategic-plan-booklet-2.pdf?sfvrsn=6>, at 18.

² Lumina Foundation, A Stronger Nation, *Florida's progress toward the goal*, <http://strongernation.luminafoundation.org/report/2019/#state/FL> (last visited Mar. 13, 2019).

³ Department of Economic Opportunity, *Florida Strategic Plan for Economic Development (2018-2023)*, available at <http://www.floridajobs.org/docs/default-source/division-of-strategic-business-development/fl5yrplan/fl-strategic-plan-booklet-2.pdf?sfvrsn=6>, at 18.

The purpose of career education is to enable students who complete career programs to attain and sustain employment and realize economic self-sufficiency.⁴ Career education may be offered at the secondary and postsecondary level by school districts or at the postsecondary level by Florida College System (FCS) institutions.⁵

Career Training and Credentials

Students in middle school, high school, district technical schools, and FCS institutions may participate in career education and earn a variety of career credentials that are designed to prepare students for a career.

Career and Professional Education

Enacted in 2007,⁶ the Florida Career and Professional Education (CAPE) Act is intended to provide career education that will articulate to the postsecondary level and lead to industry certifications, support local and regional economic development, respond to critical workforce needs, and provide residents with access to high-wage and high-demand careers.⁷ The CAPE Act creates statewide partnerships between the Florida Department of Education (DOE), Florida Department of Economic Opportunity (DEO) and CareerSource Florida, Inc. Additionally, the CAPE Act requires strategic planning between district school boards, local workforce development boards, economic development agencies, and postsecondary institutions to address and meet local and regional workforce demands.⁸

CAPE Digital Tool Certificates

CAPE Digital Tool certificates for elementary and middle grades students include digital skills necessary for a student's academic work and future employment. Skills include word processing, spreadsheets, presentations, digital arts, cybersecurity, and coding.⁹ In 2017-2018, students earned 40,947 CAPE Digital Tool certificates.¹⁰

Industry Certification

Industry certification is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies. Successful completion results in the award of a credential that is nationally recognized and is either within an industry that addresses a critical local or statewide economic need, linked to an occupation that is included in the workforce system's targeted occupation list; or linked to an occupation that is identified as emerging.¹¹

⁴ Section 1004.92(1), F.S.

⁵ In 2016-2017, secondary career and technical education (CTE) student enrollment was 341,648, and postsecondary CTE enrollment was 105,937. U.S. Department of Education, *Perkins Data Explorer*, <https://perkins.ed.gov/pims/DataExplorer> (last visited Mar. 13, 2019).

⁶ Section 1, ch. 2007-216, L.O.F.

⁷ Section 1003.491, F.S.

⁸ Section 1003.491(2), F.S.

⁹ Section 1003.4203(3), F.S. CAPE Digital Tool certificates earned by students in elementary and middle school grades generates 0.025 FTE bonus funding. Section 1011.62(1)(o)1.a., F.S.

¹⁰ Florida Department of Education, *Career and Professional Education Act Enrollment and Performance Report, 2017-18* (Dec. 2018), available at <http://www.fldoe.org/core/fileparse.php/9904/urlt/1718capepr.pdf>, at 1.

¹¹ Section 1003.492(2), F.S.

The State Board of Education (SBE) must work with CareerSource Florida, Inc., and the Department of Agriculture and Consumer Services to implement the industry certification process.¹² The SBE is required to annually approve a CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List.¹³ In 2017-2018, students earned 123,839 industry certifications,¹⁴ with 63,520 earned certifications associated with a statewide articulation agreement.¹⁵

CAPE Acceleration

CAPE Acceleration industry certifications articulate for 15 or more college credit hours and are eligible for FTE bonus funding for the school district.¹⁶ In 2017-2018, students earned 105 CAPE Acceleration industry certifications.¹⁷

Preapprenticeship and Apprenticeship Programs

An apprenticeship program prepares a student for a skilled trade through supervised work experience and properly coordinated classroom training. Registered apprenticeship programs are sponsored by individual employers, an association of employers, or a local joint apprenticeship committee.¹⁸ For the 2017-2018 school year, a total of 2,826 students in apprenticeship programs were enrolled in state colleges and 9,105 were enrolled in school districts.¹⁹

Preapprenticeship is an organized course of instruction registered with the DOE and designed to prepare a person 16 years of age or older to become an apprentice and is sponsored by a registered apprenticeship program.²⁰

Applied Technology Diploma

An applied technology diploma (ATD) program is either a clock hour or college credit program that is part of a career certificate or an associate in science (AS) degree that leads to employment

¹² Section 1003.492(3), F.S.

¹³ Section 1008.44(1) and (2), F.S. CAPE industry certifications generate 0.1 or 0.2 FTE bonus funding based on whether or not the industry certification is associated with an articulation agreement for college credit.

¹⁴ Florida Department of Education, *2017-18 Career and Adult Education Quick Facts*, available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/1718quickfacts.pdf>.

¹⁵ Florida Department of Education, *2019 Agency Analysis for HB 661* (Feb. 28, 2019), at 5.

¹⁶ Section 1003.4203(5)(b), F.S. CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours generate 0.5 FTE in bonus funding, and certifications that articulate for 30 or more hours generate an additional 1.0 FTE bonus funding. Section 1011.62(1)(o)1.d., F.S.

¹⁷ Florida Department of Education, *Career and Professional Education Act Enrollment and Performance Report, 2017-18* (Dec. 2018), available at <http://www.fldoe.org/core/fileparse.php/9904/urlt/1718capepr.pdf>, at 26.

¹⁸ Section 446.021(2), F.S. Of the 226 registered apprenticeship programs in Florida, 16 school districts and 9 FCS institutions partner with a sponsor. The remaining 222 registered apprenticeship programs are sponsored by local union organizations, employer groups, professional associations, single employers, local workforce boards, and community organization. Email, Department of Education, Feb. 26, 2019.

¹⁹ *Id.*

²⁰ Section 446.021(5), F.S.

in a specific occupation.²¹ In 2017-2018, 1,080 students in district technical centers were enrolled in ATD programs,²² and 1,221 FCS students completed an ATD.²³

Career Certificate

Postsecondary Adult Vocational (PSAV) certificate programs consist of clock hour courses to prepare for entry into employment. The PSAV certificate is awarded upon satisfactory completion of a planned program of instruction and after the demonstration of the attainment of predetermined and specified performance requirements.²⁴ In 2017-2018, 14,482 school district and 8,268 FCS students completed a PSAV program.²⁵

College Credit Certificate

Each FCS institution is authorized to provide career and technical education programs consisting of less than 60 college credits that are part of an AS or an associate in applied science degree (AAS) program and that prepare students for entry into employment. In 2017-2018, 21,191 FCS students completed a college credit certificate.²⁶

Advanced Technical Certificate

An advanced technical certificate (ATC) is a program of instruction of 9 to 45 credit hours of college-level courses, which may be awarded to students who have already received an AS or AAS degree and are seeking an advanced specialized planning program of study to supplement their associate degree. In 2017-2018, 367 FCS students completed an ATC.²⁷

Associate in Science

Each FCS institution may offer AS degree programs consisting of lower division college credit courses that prepare students to directly enter the workforce. The AS degree is also a transfer degree and the basis for admission to a related bachelor's degree program. In 2017-2018, 14,517 FCS students completed an AS degree.²⁸

Workforce Bachelor's Degrees

FCS institutions may seek SBE approval to provide bachelor's degree programs. The institution must demonstrate there is a workforce demand and unmet need for graduates of the proposed bachelor's degree program.²⁹ There are currently 187 bachelor's degree programs offered by

²¹ Rule 6A-14.030(7), F.A.C.

²² Florida Department of Education, *2017-18 Career and Adult Education Quick Facts*, available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/1718quickfacts.pdf>.

²³ Email, Florida Department of Education (Mar. 15, 2019).

²⁴ Rule 6A-14.030(10), F.A.C.

²⁵ Email, Florida Department of Education (Mar. 15, 2019).

²⁶ *Id.*

²⁷ Email, Florida Department of Education (Mar. 15, 2019).

²⁸ *Id.* In addition, 136 FCS students completed as Associate in Applied Science (AAS) degree. *Id.*

²⁹ Section 1007.33(5)(a), F.S.

FCS institutions.³⁰ In 2017-2018, 8,501 students completed a bachelor's degree at an FCS institution.³¹

Accountability for Career and Technical Education

School districts and FCS institutions are accountable for postsecondary career education programs outcomes, including, but not limited to:

- Student demonstration of the academic skills necessary to enter an occupation.
- Student preparation to enter an occupation in an entry-level position or continue postsecondary study.
- Career program articulation with other corresponding postsecondary programs and job training experiences.
- Employer satisfaction with the performance of students who complete career education or reach occupational completion points.
- Student completion, placement, and retention rates using data from the Florida Education and Training Placement Information Program.³²

DOE accountability requirements are specified in law, which include development of program standards and review of educational outcomes of graduates.³³ The DOE is also required to distribute career program reports required in law.³⁴ Reports must include placement rates and average quarterly earnings for students who complete each type of career certificate program and career degree program. School districts and FCS institutions are also required to publish the most recently available placement rate for each career program.³⁵

Effect of Proposed Changes

The bill creates s. 1004.991, F.S., to require the commissioner to conduct an annual review of career and technical education (CTE) offerings in the K-12 education system, career centers, and the FCS, in consultation with the DEO, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors of the State University System (BOG), the FCS, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications.

The bill requires the review to identify CTE offerings that are linked to occupations in high demand by employers, require high-level skills, and provide middle-level and high-level wages. The review must include analyses of:

- Participating students and their educational outcomes, including the following:
 - Academic achievement;

³⁰ Florida College System, *Bachelor's Degrees*, available at <https://www.floridacollegesystem.com/sites/www/Uploads/files/Downloads/10DigitCIPs.xls>.

³¹ Email, Florida Department of Education (Mar. 15, 2019).

³² The Florida Education and Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida. Section 1008.39, F.S.

³³ Section 1004.92(2)(b), F.S.

³⁴ Section 1008.42(1), F.S.

³⁵ Section 1008.42(2)(b)1. and 2., F.S.

- Attainment of industry certifications;
- Program completion;
- Applied learning experiences;
- College credit attainment through the career and technical education program, including dual enrollment or articulation;
- Postsecondary enrollment and credential attainment, including enrollment in 4-year degree programs for FCS students; and
- Employment outcomes, including wages;
- Demographics of participating students by pathway and credential attainment;
- Educational settings of the courses;
- Alignment with high-growth, high-demand, and high-wage employment opportunities;
- Current and projected economic, labor, and wage data on the needs of the state, regional and global economies, and workforce;
- Alignment with certificate or degree programs offered at the postsecondary level or professional industry certifications;
- Employment outcomes, including wages, by career and technical education program offerings;
- Apprenticeship and preapprenticeship offerings;
- Qualifications and specialized knowledge and expertise of instructors and the opportunities for these educators to upskill in the latest in-demand skills of employers; and
- The extent to which federal, state, and local funding is used to foster career and technical education program success and program efficiency.

The bill requires the commissioner to:

- Phase out K-12 CTE offerings that are not aligned with the needs of employers or do not provide persons completing those offerings with middle- or higher-wage jobs, based on the findings from the annual review.
- Encourage school districts and FCS institutions to offer new programs that are currently in demand by employers but are not offered by school districts or FCS institutions.
- Provide to the Governor, the President of the Senate, and the Speaker of the House of Representatives, annually by December 1, a report summarizing the following:
 - The review's findings;
 - A list of existing CTE programs by school or institution which are not aligned with employer demand or do not provide students with an opportunity to earn a living wage;
 - A list of knowledge areas, skills, and competencies employers demand which are not being provided through existing CTE program offerings; and
 - The commissioner's recommendations to improve the operational efficiency and student success in the state's CTE program offerings.

Finally, the bill specifies that the SBE must adopt rules to implement these requirements.

The bill is similar in effect to Executive Order 19-31,³⁶ in which Governor DeSantis directed the commissioner to ensure the following objectives are completed:

³⁶ Office of the Governor, Executive Order Number 19-31 (Jan. 30, 2019), available at https://www.flgov.com/wp-content/uploads/orders/2019/EO_19-31.pdf, at 1-2.

- An audit of the course offerings in the state CTE system is completed and a methodology to audit and review the offerings annually is developed. The audit should include:
 - An analysis of alignment with certificate or degree programs offered at the K-12 and postsecondary levels;
 - An analysis of alignment with professional level industry certifications;
 - An analysis of alignment with high-growth, high-demand and high-wage employment opportunities; and
 - A review of student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential attainment and attainment of industry certifications.
- The DOE works with and utilizes the expertise of the following stakeholders: CareerSource Florida, the DEO, the BOG, the FCS, school districts and business and industry leaders to ensure CTE course offerings are aligned with market demands.
- The DOE develops CTE best practices for partnerships between high schools, postsecondary institutions, and businesses.
- The DOE makes recommendations to the Governor on an annual basis to eliminate course offerings that are not aligned to market demands, to create new offerings that are aligned to market demands and to strengthen existing programs as needed.

Such an audit of Florida's CTE programs may enhance alignment of programs to industry and market needs and may increase the visibility of career education as an option for students.

Degree Completion – Reverse Transfer

Present Situation

In Fall 2017, 16,312 FCS students transferred to a state university with an AA degree, and 4,589 transferred with no degree.³⁷

Statewide Articulation Agreement

The SBE and the BOG are required to enter into a statewide articulation agreement. The agreement must preserve Florida's "2+2" system of articulation and facilitate the seamless articulation of student credit across and among Florida's educational entities.³⁸ The agreement requires state university boards of trustees, FCS boards of trustees, and district school boards to adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit.³⁹

Reverse Transfer

Reverse transfer is the process of retroactively granting associate degrees to students who complete the requirements of an associate degree after they transferred from a two- to a four-year

³⁷ Florida Board of Governors, *Florida College System Students Transferring into the State University System, Fall 2017* (Table 9), available at https://www.flbog.edu/resources/factbooks/2017-2018/xls/t09_00_1718_F.xlsx.

³⁸ Section 1007.23(1), F.S.

³⁹ Rule 6A-10.024(1), F.A.C.

institution. Once the student reaches the designated credits and requirements, they are retroactively awarded an associate degree from their two-year institution of origin.⁴⁰

In 2012, Florida and 15 states joined the Credit When It's Due⁴¹ initiative and developed policies to implement reverse transfer agreements between public colleges and universities. From 2013 to 2016, FCS institution and state university participation in the program resulted in the award of 316 reverse transfer associate in arts (AA) degrees.⁴²

Associate in Arts Degrees at State Universities

Florida law authorizes students at state universities to request an AA degree if they have successfully completed the minimum requirements for an AA degree. The state university must award the student an AA degree if the student has successfully completed.⁴³

- The minimum requirements for college-level communication and computation skills adopted by the SBE;⁴⁴
- Sixty academic semester hours or the equivalent within a degree program area; and
- Thirty-six semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement.⁴⁵

Effect of Proposed Changes

The bill amends s. 1007.23, F.S., to specify that the statewide articulation agreement must specifically provide for a reverse transfer agreement for FCS AA degree-seeking students who transfer to a state university before earning an AA degree.

The bill specifies the criteria by which a state university or FCS institution may award an AA degree under a reverse transfer agreement to a:

- Student at a state university student who requests an AA degree; and a
- Student who was previously enrolled at a state university and has successfully completed the minimum requirements for the AA degree, as determined by the state university, but has not

⁴⁰ Education Commission of the States, *Reverse Transfer: What is the Best Route to Take?* (Sept. 2015), available at <https://www.ecs.org/wp-content/uploads/12112.pdf>.

⁴¹ The Credit When It's Due (CWID) initiative is a national grant program designed to facilitate the implementation and improve the process of "reverse transfer" degree programs. CWID represents a joint venture of several foundations: Lumina Foundation, The Kresge Foundation, the Bill & Melinda Gates Foundation, USA Funds, The Helios Education Foundation, and Greater Texas Foundation. The following 15 states have been awarded CWID grants: Arkansas, Colorado, Florida, Georgia, Hawaii, Maryland, Michigan, Minnesota, Missouri, New York, North Carolina, Ohio, Oregon, Tennessee, and Texas. As explained in the CWID grant announcement, "The initiative is designed to encourage partnerships of community colleges and universities to significantly expand programs that award associate degrees to transfer students when students complete the requirements for the associate degree while pursuing a bachelor's degree."

⁴² Jason L. Taylor & Eden Cortes-Lopez, *Reverse Credit Transfer: Increasing State Associate's Degree Attainment* (April 2017), available at <https://degreeswhendue.com/wp-content/uploads/2018/09/Taylor-Cortes-Lopez-2017.pdf>.

⁴³ Section 1007.25(11), F.S.

⁴⁴ Rule 6A-10.0316, F.A.C. The State Board of Education is directed to adopt, in consultation with the Board of Governors, and from time to time modify, minimum and uniform standards of college-level communication and computation skills generally associated with successful performance and progression through the baccalaureate level and to identify college-preparatory high school coursework and postsecondary-level coursework that prepares students with the academic skills necessary to succeed in postsecondary education. Section 1001.02(2)(d), F.S.

⁴⁵ Section 1007.23(1)(f), F.S.

enrolled before his or her graduation in a fall or spring semester. Such student may decline to receive the degree.

For such students, the AA degree is awarded as follows:

- If the student completed at least 25 percent of the required semester hours toward the AA degree at an FCS institution, the university must notify the FCS institution of the student's eligibility. The FCS institution must verify eligibility, accept the credits required for the AA degree, and award the degree.
- If the student did not complete at least 25 percent of the required semester hours for the AA degree at an FCS institution but completed at least 25 percent of the semester hours toward the AA degree at the state university, the state university must award the degree.

Similarly, in Executive Order 19-31,⁴⁶ Governor DeSantis directed the commissioner to ensure the DOE's 2019 legislative priorities included:

- Adopting a "reverse transfer" policy within universities and state colleges, whereby state colleges issue associates' degrees to students who began their higher education at a state college and transferred to a university prior to completing the necessary credits for an associate's degree, but did not complete their bachelors' degrees at the university. This would be accomplished by having the university transfer back any credits completed by the student to the state college where they started, allowing those who have completed the necessary credits across the system to be awarded an associate's degree from the state college at which they started.
- Requiring all four-year colleges to proactively offer associate's degrees to students who have completed the required 60 hours immediately upon completion of those hours.

A statewide reverse transfer policy may result in additional degrees awarded to students. Students who are not able to complete a bachelor's degree may still benefit from award of an AA degree. In addition, FCS institutions may benefit from additional degrees awarded for completion calculations under the FCS Performance-Based Incentive.

Financial Incentives for Degree Completion

Present Situation

Fee Waivers

Florida law establishes tuition and fee exemptions⁴⁷ and waivers⁴⁸ according to a student's specific circumstance. Some fee waivers are mandatory,⁴⁹ while others are permissive.⁵⁰ State universities and FCS institutions are provided some flexibility in awarding tuition and fee waivers to nonexempt students. However, such waivers at state universities must be for purposes

⁴⁶ Office of the Governor, Executive Order Number 19-31 (Jan. 30, 2019), available at https://www.flgov.com/wp-content/uploads/orders/2019/EO_19-31.pdf, at 2-3.

⁴⁷ Section 1009.25, F.S.

⁴⁸ Section 1009.26, F.S.

⁴⁹ Section 1009.26(5), (7)-(8), (12)-(14), F.S.

⁵⁰ Section 1009.26(1)-(4), (6), (9)-(11), and (15), F.S.

that support and enhance the mission of the university, and FCS institutions may not grant waivers in excess of the amount established annually in the General Appropriations Act.⁵¹

Undergraduate Scholarship

Complete Florida⁵² offers “Last Mile” scholarships to Florida residents who have completed a substantial portion of an associate’s or bachelor’s degree. The Last Mile scholarship provides a scholarship of 100 percent of tuition and fees for an applicant who has completed 90 hours or more of a bachelor’s degree. The scholarship awards 75 percent of tuition and fees for an applicant who has completed 45 to 60 hours of an associate’s degree.

Effect of Proposed Changes

Fee Waivers

The bill amends s. 1009.26, F.S., to authorize a state university or FCS institution to waive tuition and fees for a student who was enrolled in a state university or FCS institution within the past 10 years or earlier, but who has not reenrolled in the preceding five years and who successfully completed all but the equivalent of 10 percent of the required coursework for an associate or bachelor’s degree.

Last Mile Scholarship Program

The bill creates s. 1009.75, F.S., to establish the Last Mile Scholarship program (Last Mile program) in the DOE, beginning in the 2019-2020 academic year, to annually award the cost of in-state tuition and required fees to a student classified as a resident⁵³ who is in good standing at a FCS institution and state university, and who is within 12 or fewer credit hours of completing his or her first associate degree or baccalaureate degree. The bill specifies that any student who has earned college credit from a regionally accredited postsecondary institution within a period of eight academic years before the year in which the student submits an application is eligible to participate in the program.⁵⁴

The bill requires the DOE to:

- Create a simple, web-based, application to allow any eligible student to identify his or her intent to enroll and complete his or her associate degree or baccalaureate degree within three academic terms at one or more FCS institutions or state universities or through an online competency-based program at a regionally accredited, not-for-profit university.

⁵¹ Section 1009.26(1) and (9), F.S.

⁵² The Complete Florida Plus Program established at the University of West Florida provides support for online academic programs, and facilitates degree completion for the state’s adult learners through the Complete Florida Degree Initiative. Section 1006.735(1), F.S.

⁵³ Students are classified as residents or nonresidents for the purpose of assessing tuition in postsecondary educational programs offered by charter technical career centers or career centers operated by school districts, in Florida College System institutions, and in state universities. Applicants to a postsecondary institution must meet certain qualifying standards in order to be classified as a resident of Florida for tuition purposes. The applicant, or in the case of a dependent child, his or her parents, must establish legal residence in Florida and must have maintained legal residence for at least 12 consecutive months immediately prior to the applicant’s enrollment in a postsecondary institution. Section 1009.21, F.S.

⁵⁴ The bill does not specify if the student must be continuously enrolled or not enrolled at a state university or FCS institution.

- Refer the student to the intended institution or university for continued processing of eligibility, feasibility of reverse transfer, award status, and enrollment. The participating FCS institution or state university must determine the eligibility of each referred student and must report that information to the DOE on behalf of the student in a format prescribed by the DOE.
- Disburse the award funds to the participating institution or university for an eligible student who has successfully passed the course or courses for each term in which the student is enrolled during the program period. The award amount may not exceed the difference between the student's full cost of attendance and his or her total financial aid, excluding loans.

The bill specifies that funding for the Last Mile program is contingent upon legislative appropriation. In addition, the bill requires the SBE and BOG to adopt rules and regulations, respectively, to implement the Last Mile program, including, but not limited to, application processes, priority degree fields for award recipients, reporting processes, and fees.

The bill is similar to a provision in Executive Order 19-31,⁵⁵ in which Governor DeSantis directed the commissioner to ensure the DOE's 2019 legislative priorities included creating the "Last Mile College Completion" funding incentive to provide tuition waivers for online and state college course completion for identified former students who are within 10 percent of degree completion by credit hours.

United States Census data indicate that of the 249,193,000 adults 18 years of age or older, 104,477,000 had earned an associate's or higher degree, while 46,175,000 had some college but no degree.⁵⁶ An example in Florida of an attempt to help adults with some college earn their degree was Project Win-Win, a multi-year collaboration of the Institute for Higher Education Policy and the State Higher Education Executive Officers. Project Win-Win worked with 61 institutions that award associate's degrees in nine states (Florida, Louisiana, Michigan, Missouri, New York, Ohio, Oregon, Virginia, and Wisconsin) to identify students either eligible for a degree or very close to completing the degree requirements. Of the 41,710 eligible students, 4,550 were awarded a degree, and 1,668 expressed interest in returning to complete the degree.⁵⁷

Authorizing a fee waiver may encourage state universities and FCS institutions to offer tuition and fee waivers to specified students. This may make postsecondary education more affordable and encourage students to return to a college or university to complete their degrees. Similarly, the Last Mile Scholarship program provides financial assistance to certain students, which may help more students complete an associate or baccalaureate degree.

The bill takes effect July 1, 2019.

⁵⁵ Office of the Governor, Executive Order Number 19-31 (Jan. 30, 2019), available at https://www.flgov.com/wp-content/uploads/orders/2019/EO_19-31.pdf, at 2-3.

⁵⁶ United States Census Bureau, *Educational Attainment in the United States: 2018*, <https://www.census.gov/data/tables/2018/demo/education-attainment/cps-detailed-tables.html> (last visited Mar. 14, 2019).

⁵⁷ Clifford Adelman, Institute for Higher Education Policy, *Searching for our Lost Associate's Degrees: Project Win-Win at the Finish Line* (Oct. 2013), available at http://www.ihep.org/sites/default/files/uploads/docs/pubs/pww_at_the_finish_line_long_final_october_2013.pdf, at 6.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

The tuition and fee waivers authorized in the bill may make a postsecondary education more affordable for students returning to complete a degree.

C. Government Sector Impact:

Any FCS institution or state university that grants a waiver of tuition and fees for a returning student under specified conditions will not collect tuition and fees for that student, thereby resulting in a loss of revenue. The funding for the “Last Mile Scholarship” is contingent upon legislative appropriation. In addition, institutions may incur some costs as they track students about meeting the requirements of AA degree. The Department of Education may incur costs related to the annual review and report of career and technical education offerings, but the department can absorb these costs within its current appropriation.⁵⁸

VI. Technical Deficiencies:

None.

⁵⁸ Email from Bethany Swanson, Director of Legislative Affairs, Department of Education, April 4, 2019 (on file with the staff of the Appropriations Subcommittee on Education).

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1007.23, 1007.25, and 1009.26.

This bill creates section 1004.991 of the Florida Statutes.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

Recommended CS/CS by Appropriations Subcommittee on Education on April 9, 2019:

The committee substitute:

- Authorizes that state university students may request an associate in arts (AA) degree as follows:
 - If the student has completed at least 25 percent of the credits toward an AA at the Florida College System (FCS) institution, then the FCS institution will award the degree; or
 - If the student did not complete at least 25 percent of the credits for an AA at the FCS institution, but did complete at least 25 percent of the required credits at the state university, the state university must award the degree.
- Provides that a student who was enrolled in a state university and successfully completed the requirements for an AA degree, and subsequently did not enroll in a fall or spring semester, must be awarded the AA degree in the same manner as specified above, unless the student declines the degree.
- Creates the “Last Mile Scholarship” program in the Department of Education (DOE) for the 2019-2020 academic year, subject to legislative appropriation. The scholarship awards the cost of in-state tuition and fees to Florida residents who are in good standing, have earned credit at a state university or FCS institution within eight years of application, and are within 12 credit hours of completing a first associate or baccalaureate degree. The committee substitute also requires:
 - The DOE to create an application to allow students to apply and indicate intent to complete a degree within three semesters at a university, FCS institution, or online through a regionally accredited not-for-profit institution.
 - Each state university or FCS institution to determine student eligibility and report such information to the DOE, which must disburse an award to the institution in each term an eligible student successfully passes a course or courses.

The State Board of Education and the Board of Governors adopt rules and regulations, respectively, to implement the scholarship program.

CS by Education on March 19, 2019:

The committee substitute includes career centers in the requirement that the Commissioner of Education conduct an annual review of career and technical education offerings in the K-12 education system and Florida College System.

B. Amendments:

None.



128722

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/11/2019	.	
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	.	
	.	

Appropriations Subcommittee on Education (Perry) recommended the following:

Senate Amendment (with title amendment)

Delete lines 105 - 135

and insert:

(7) The articulation agreement must specifically provide for a reverse transfer agreement for Florida College System students enrolled in courses creditable toward an associate in arts degree who transfer to a state university before earning an associate in arts degree pursuant to s. 1007.25.

Section 3. Present subsection (12) of section 1007.25,



128722

11 Florida Statutes, is redesignated as subsection (13), a new
12 subsection (12) is added to that section, and subsection (11) of
13 that section is amended, to read:

14 1007.25 General education courses; common prerequisites;
15 other degree requirements.-

16 (11) Students at state universities may request associate
17 in arts degrees ~~certificates~~ if they have successfully completed
18 the minimum requirements for the degree of associate in arts
19 (A.A.). ~~The university must grant the student an associate in~~
20 ~~arts degree if the student has successfully completed minimum~~
21 ~~requirements for college-level communication and computation~~
22 ~~skills adopted by the State Board of Education and 60 academic~~
23 ~~semester hours or the equivalent within a degree program area,~~
24 ~~including 36 semester hours in general education courses in the~~
25 ~~subject areas of communication, mathematics, social sciences,~~
26 ~~humanities, and natural sciences, consistent with the general~~
27 ~~education requirements of this section and those specified in~~
28 ~~the articulation agreement pursuant to s. 1007.23. Each student~~
29 ~~enrolled in a university must be awarded an A.A. degree as~~
30 ~~follows:~~

31 (a) If the student completed at least 25 percent of the
32 required semester hours toward the A.A. degree at a Florida
33 College System institution, the university must notify the
34 Florida College System institution of the student's eligibility.
35 The institution shall verify eligibility, accept the credits
36 required for the A.A. degree, and award the degree.

37 (b) If the student did not complete at least 25 percent of
38 the required semester hours for the A.A. degree at a Florida
39 College System institution but completed at least 25 percent of



40 the semester hours toward the A.A. degree at the state
41 university, the state university must award the degree.

42 (12) If a student was previously enrolled in a state
43 university and has successfully completed the minimum
44 requirements for the A.A. degree as determined by the state
45 university, upon the student's failure to enroll before his or
46 her graduation in a fall or spring semester, the student must be
47 awarded an A.A. degree, unless the student declines to receive
48 the degree. Each state university student who qualifies under
49 this subsection must be awarded an A.A. degree as follows:

50 (a) If the student completed at least 25 percent of the
51 required semester hours toward the A.A. degree at a Florida
52 College System institution, the university must notify that
53 Florida College System institution of the student's eligibility.
54 The institution must verify eligibility, accept the credits
55 required for the A.A. degree, and award the degree.

56 (b) If the student did not complete at least 25 percent of
57 the required semester hours for the A.A. degree at a Florida
58 College System institution, but completed at least 25 percent of
59 the required semester hours toward the A.A. degree at the state
60 university, the state university must award the degree.

61
62 ===== T I T L E A M E N D M E N T =====

63 And the title is amended as follows:

64 Delete lines 14 - 17

65 and insert:

66 reverse transfer agreement; amending s. 1007.25, F.S.;

67 revising requirements for the award of a degree of

68 associate in arts;



551110

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/11/2019	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Perry) recommended the following:

Senate Amendment (with title amendment)

Between lines 145 and 146

insert:

Section 5. Section 1009.75, Florida Statutes, is created to read:

1009.75 Last Mile Scholarship program.—

(1) Beginning with the 2019-2020 academic year, the Last Mile Scholarship program is established within the Department of Education to annually award the cost of in-state tuition and



551110

11 required fees to students classified as residents pursuant to s.
12 1009.21 who are in good standing at Florida College System
13 institutions and state universities and who are within 12 or
14 fewer credit hours of completing their first associate degree or
15 baccalaureate degree. Any student who has earned college credit
16 from a regionally accredited postsecondary institution within a
17 period of 8 academic years before the year in which the student
18 submits an application pursuant to subsection (2) is eligible to
19 participate in the program.

20 (2) (a) The Department of Education shall create a simple,
21 web-based, application to allow any eligible student to identify
22 his or her intent to enroll and complete his or her associate
23 degree or baccalaureate degree within 3 academic terms at one or
24 more Florida College System institutions or state universities
25 or through an online competency-based program at a regionally
26 accredited, not-for-profit university.

27 (b) The department shall refer the student to the intended
28 institution or university for continued processing of
29 eligibility, feasibility of reverse transfer, award status, and
30 enrollment. The participating Florida College System institution
31 or state university must determine the eligibility of each
32 referred student and must report that information to the
33 department on behalf of the student in a format prescribed by
34 the department.

35 (c) Once an eligible student has successfully passed the
36 course or courses for each term in which the student is enrolled
37 during the program period, the department shall disburse the
38 award funds to the participating institution or university. The
39 award amount may not exceed the difference between the student's



551110

40 full cost of attendance and his or her total financial aid,
41 excluding loans.

42 (3) Funding for the program specified under this section is
43 contingent upon legislative appropriation.

44 (4) The State Board of Education and the Board of Governors
45 shall adopt rules and regulations, respectively, to implement
46 this section, including, but not limited to, application
47 processes, priority degree fields for award recipients,
48 reporting processes, and fees.

49
50 ===== T I T L E A M E N D M E N T =====

51 And the title is amended as follows:

52 Delete line 21

53 and insert:

54 requirements; creating s. 1009.75, F.S.; establishing
55 a scholarship program within the Department of
56 Education beginning with a specified academic year;
57 providing the purpose of the program; providing
58 student eligibility requirements relating to the
59 program; requiring the department to create a web-
60 based application; providing program requirements;
61 providing for disbursement of award funds; providing that
62 funding for the program is contingent upon legislative
63 appropriation; requiring the State Board of Education
64 and the Board of Governors to adopt rules and
65 regulations, respectively; providing an effective
66 date.

By the Committee on Education; and Senator Perry

581-03248-19

20191308c1

A bill to be entitled

An act relating to pathways to college and career success; creating s. 1004.991, F.S.; requiring the Commissioner of Education to conduct an annual review of career and technical education offerings in the K-12 education system, career centers, and the Florida College System; providing requirements for the annual review; requiring the commissioner to annually provide a report summarizing the annual review to the Governor and the Legislature; providing requirements for the report; requiring the State Board of Education to adopt rules; amending s. 1007.23, F.S.; requiring the statewide articulation agreement to provide for a reverse transfer agreement; providing requirements for the reverse transfer agreement; amending s. 1007.25, F.S.; requiring state universities to annually notify their students of a specified provision of law; amending s. 1009.26, F.S.; authorizing state universities or Florida College System institutions to waive tuition and fees for students who meet specified requirements; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1004.991, Florida Statutes, is created to read:

1004.991 Duties of the commissioner in reviewing career and technical education offerings.-

(1) The Commissioner of Education shall conduct an annual

Page 1 of 6

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-03248-19

20191308c1

review of career and technical education offerings in the K-12 education system, career centers, and the Florida College System, in consultation with the Department of Economic Opportunity, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors of the State University System, the Florida College System, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review must identify career and technical education offerings that are linked to occupations that are in high demand by employers, require high-level skills, and provide middle-level and high-level wages. The review must include analyses of:

(a) Participating students and their educational outcomes, including the following:

1. Academic achievement;
2. Attainment of industry certifications;
3. Program completion;
4. Applied learning experiences;
5. College credit attainment through the career and technical education program, including dual enrollment or articulation;
6. Postsecondary enrollment and credential attainment, including enrollment in 4-year degree programs for Florida College System students; and
7. Employment outcomes, including wages;

(b) Demographics of participating students by pathway and credential attainment;

(c) Educational settings of the courses;

Page 2 of 6

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-03248-19

20191308c1

59 (d) Alignment with high-growth, high-demand, and high-wage
60 employment opportunities;

61 (e) Current and projected economic, labor, and wage data on
62 the needs of the state, regional and global economies, and
63 workforce;

64 (f) Alignment with certificate or degree programs offered
65 at the postsecondary level or professional industry
66 certifications;

67 (g) Employment outcomes, including wages, by career and
68 technical education program offerings;

69 (h) Apprenticeship and preapprenticeship offerings;

70 (i) Qualifications and specialized knowledge and expertise
71 of instructors and the opportunities for these educators to
72 upskill in the latest in-demand skills of employers; and

73 (j) The extent to which federal, state, and local funding
74 is used to foster career and technical education program success
75 and program efficiency.

76 (2) Using the findings from the annual review as provided
77 in subsection (1), the commissioner shall phase out K-12 career
78 and technical education offerings that are not aligned with the
79 needs of employers or do not provide program completers with
80 middle- or higher-wage jobs. Additionally, the commissioner
81 shall encourage school districts and Florida College System
82 institutions to offer new programs that are currently in demand
83 by employers but are not offered by school districts or Florida
84 College System institutions.

85 (3) By December 1 of each year, the commissioner shall
86 provide to the Governor, the President of the Senate, and the
87 Speaker of the House of Representatives a report summarizing the

581-03248-19

20191308c1

88 following:

89 (a) The review's findings pursuant to subsection (1);

90 (b) A list of existing career and technical education
91 programs by school or institution which are not aligned with
92 employer demand or do not provide students with an opportunity
93 to earn a living wage;

94 (c) A list of knowledge areas, skills, and competencies
95 employers demand which are not being provided through existing
96 career and technical education program offerings; and

97 (d) The commissioner's recommendations to improve the
98 operational efficiency and student success in the state's career
99 and technical education program offerings.

100 (4) The State Board of Education shall adopt rules pursuant
101 to ss. 120.536(1) and 120.54 to implement this section.

102 Section 2. Subsection (7) is added to section 1007.23,
103 Florida Statutes, to read:

104 1007.23 Statewide articulation agreement.—

105 (7) The articulation agreement must specifically provide
106 for a reverse transfer agreement for Florida College System
107 associate in arts degree-seeking students who transfer to a
108 state university before earning an associate in arts degree. The
109 agreement must include, but is not limited to, the following
110 provisions:

111 (a) The state universities' annual identification of
112 students, described under this subsection, who have completed
113 requirements for an associate in arts degree.

114 (b) The transfer of credits earned at the state university
115 back to the Florida College System institution.

116 (c) Provisions for the annual notification to students,

581-03248-19 20191308c1

117 described under this subsection, of the reverse transfer policy.

118 Section 3. Subsection (11) of section 1007.25, Florida
119 Statutes, is amended to read:

120 1007.25 General education courses; common prerequisites;
121 other degree requirements.-

122 (11) Students at state universities may request associate
123 in arts certificates if they have successfully completed the
124 minimum requirements for the degree of associate in arts ~~(A.A.)~~.
125 The university must grant the student an associate in arts
126 degree if the student has successfully completed minimum
127 requirements for college-level communication and computation
128 skills adopted by the State Board of Education and 60 academic
129 semester hours or the equivalent within a degree program area,
130 including 36 semester hours in general education courses in the
131 subject areas of communication, mathematics, social sciences,
132 humanities, and natural sciences, consistent with the general
133 education requirements specified in the articulation agreement
134 pursuant to s. 1007.23. Universities must annually notify their
135 students of this provision.

136 Section 4. Subsection (16) is added to section 1009.26,
137 Florida Statutes, to read:

138 1009.26 Fee waivers.-

139 (16) A state university or Florida College System
140 institution may waive tuition and fees for a student who was
141 enrolled in a state university or Florida College System
142 institution within the past 10 years or earlier, but who has not
143 reenrolled in the preceding 5 years and who successfully
144 completed all but the equivalent of 10 percent of the required
145 coursework for an associate or bachelor's degree.

Page 5 of 6

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146 Section 5. This act shall take effect July 1, 2019.

Page 6 of 6

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THE FLORIDA SENATE
APPEARANCE RECORD

4.9.19

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

SB 1308

Bill Number (if applicable)

Topic PATHWAYS TO COLLEGE + CAREER

Amendment Barcode (if applicable)

Name AMANDA BOWEN

Job Title EXECUTIVE DIRECTOR

Address 11025 SUMMIT LAKE DR #300

Phone 850-402-2954

Street

JLH

City

FL

State

32317

Zip

Email ABOWEN@NSTEPHENIS

ccw

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing MANUFACTURERS ASSOC - FL

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

1308

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Bethany Swonson

Job Title Leg. Affairs Director

Address 325 W Gaines St.

Phone 850-621-2556

Street

Tallahassee

FL

32303

Email bethany.swonson@fldoe.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Department of Education

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

1308

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Bethany Swonson

Job Title Leg. Affairs Director

Address 325 W Gaines St.

Phone 850-621-2556

Street

Tallahassee

FL

32303

Email bethany.swonson@fldoe.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Department of Education

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/19

Meeting Date

1308

Bill Number (if applicable)

Topic Pathways to College - Career Success

Amendment Barcode (if applicable)

Name Carol ~~BOWEN~~ BOWEN

Job Title Chief Lobbyist

Address 3730 Coconut Creek Pkwy, Ste 200

Phone (954) 465-6811

Coconut Creek, FL

33066

Email cbowen@cbowenassociates.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Associated Builders and Contractors

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

9 Apr 19

Meeting Date

1308

Bill Number (if applicable)

Topic College and Career Pathways

Amendment Barcode (if applicable)

Name James Motteller

Job Title Advocacy Associate

Address 215 S Monroe St

Phone 850/727-3712

Tallahassee
City State Zip

Email James.Motteller@red.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Foundation for Florida's Future

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

SB1308

Bill Number (if applicable)

Topic Pathways to College and Career Success Amendment Barcode (if applicable)

Name Khanh-Lien Banks ("Con Lyne")

Job Title Resolutions Chair

Address 1747 Orlando Central Parkway

Phone (407) 855-7604

Street

Orlando FL 32809

City

State

Zip

Email resolutions@floridapta.com

Speaking: [] For [] Against [] Information

Waive Speaking: [x] In Support [] Against (The Chair will read this information into the record.)

Representing Florida PTA

Appearing at request of Chair: [] Yes [x] No

Lobbyist registered with Legislature: [] Yes [x] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019
Meeting Date

SB 1308
Bill Number (if applicable)
128722
Amendment Barcode (if applicable)

Topic Pathways to College and Career Success

Name Khank-Lien ("Con hynn") Banko

Job Title Resolutions Chair

Address 1747 Orlando Central Parkway
Street

Phone 407-855-7604

Orlando FL 32809
City State Zip

Email resolutions@floridapta.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida PTA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

SB 1308

Bill Number (if applicable)

551110

Amendment Barcode (if applicable)

Topic Pathways to College and Career Success

Name Khaat-hien ("Con Lynn") Banko

Job Title Resolutions Chair

Address 1747 Orlando Central Parkway

Street

Phone 407-855-7604

Orlando FL 32809

City

State

Zip

Email resolutions.floridapta.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida PTA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

Bill Number (if applicable)

551110

Topic Pathways to College and Career Success

Amendment Barcode (if applicable)

Name Matthew Choy

Job Title Director

Address 136 S Bronough Street

Phone 5613863451

Street

Tallahassee

Florida

32301

Email mchoy@flchamber.com

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing The Florida Chamber of Commerce

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

Hi Brian,

It's all work that we could absorb without a fiscal.

Best,
Bethany

From: Underhill, Brian [<mailto:Brian.Underhill@LASPBS.STATE.FL.US>]
Sent: Thursday, April 4, 2019 5:02 PM
To: Swonson, Bethany
Cc: Ochs, Jared
Subject: RE: SB 1308

Bethany,

Would you happen to have an update regarding SB 1308?

Thanks for your assistance.

Brian

From: Swonson, Bethany <Bethany.Swonson@fldoe.org>
Sent: Thursday, April 4, 2019 11:54 AM
To: Underhill, Brian <Brian.Underhill@LASPBS.STATE.FL.US>
Cc: Ochs, Jared <Jared.Ochs@fldoe.org>
Subject: Re: SB 1308

We will get back to you on this as well!

Best,
B

Bethany Swonson
Florida Department of Education
325 West Gaines Street, Room 1522
Tallahassee, FL 32399-0400
C: 850-621-2556
O: 850-245-9633
bethany.swonson@fldoe.org

From: Underhill, Brian <Brian.Underhill@LASPBS.STATE.FL.US>
Sent: Thursday, April 4, 2019 10:24:26 AM
To: Swonson, Bethany
Cc: Ochs, Jared
Subject: SB 1308

Bethany,

Regarding SB 1308, can DOE absorb the costs associated with annually reviewing and reporting career and technical education offerings?

<http://www.flsenate.gov/Session/Bill/2019/1308/BillText/c1/PDF>

Thank you,

Brian Underhill, *Chief Legislative Analyst*
[Appropriations Subcommittee on Education](#)
Suite 201, The Capitol
404 South Monroe Street
Tallahassee, Florida 32399-1100
(850) 487-5140
Brian.Underhill@laspbs.state.fl.us



The Florida Senate

Committee Agenda Request

To: Senator Kelli Stargel, Chair
Appropriations Subcommittee on Education

Subject: Committee Agenda Request

Date: March 21, 2019

I respectfully request that **Senate Bill #1308**, relating to Pathways to College and Career Success, be placed on the:

- committee agenda at your earliest possible convenience.
- next committee agenda.

W. Keith Perry

Senator Keith Perry
Florida Senate, District 8

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: CS/SB 1342

INTRODUCER: Education Committee and Senator Stargel

SUBJECT: Postsecondary Education for Secondary Students

DATE: April 8, 2019

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Graf</u>	<u>Sikes</u>	<u>ED</u>	Fav/CS
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Recommend: Favorable
3.	_____	_____	<u>AP</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1342 expands secondary student access to advanced coursework through dual enrollment and early college programs. Specifically, the bill:

- Revises dual enrollment provisions in the following ways:
 - Modifies Florida law regarding student eligibility criteria for participating in dual enrollment by changing the unweighted high school grade point average requirement from 3.0 to 2.5.
 - Prohibits a district school board and Florida College System institution (FCS) from limiting student participation in dual enrollment, including early college programs, but creates a waiver from such prohibition based on capacity to accommodate all eligible students.
 - Requires private school dual enrollment articulation agreements to include a provision expressing that costs associated with tuition and fees, including registration and laboratory fees, will not be passed along to a student's private school of enrollment.
 - Specifies that instructional materials assigned for use within dual enrollment courses must be made available free of charge to students in home education programs and private schools.
- Reframes the collegiate high school program as an early college acceleration program and revises related requirements, creates a mechanism for awarding bonus funding if certain conditions are met, and specifies reporting requirements for district school superintendents and the Commissioner of Education (commissioner).

- Specifies dual enrollment and early college program related reporting requirements for postsecondary institutions and the Department of Education.

The bill does not require an appropriation. The costs associated with the changes in the bill are indeterminate.

The bill takes effect July 1, 2019.

II. Present Situation:

Florida law provides students in secondary schools access to advanced coursework.¹ Such coursework is intended to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject.²

Dual Enrollment

Dual enrollment is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.³ 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.⁴

An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with the requirements specified in law⁵ and provides a secondary curriculum pursuant to the law.⁶ Students who meet the eligibility requirements specified in law and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.⁷

Each year, more than 60,000 students participate in Florida's dual enrollment program, and the number is growing.⁸ During the 2017-2018 school year, 72,465 students⁹ participated in dual enrollment at Florida College System (FCS) institutions.¹⁰ Specifically, 66,472 students from

¹ Section 1007.27, F.S.

² Section 1007.27(1), F.S.

³ Section 1007.271(1), F.S.

⁴ *Id.*

⁵ Section 1002.42(2), F.S.

⁶ Section 1007.271(2), F.S.

⁷ Section 1007.271(16), F.S. Florida law specifies that the provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, do not apply to students who select the option of enrolling in an eligible independent institution. Section 1011.62(1)(i), F.S. An eligible independent institution is an independent college or university, which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02. *Id.*

⁸ Florida Department of Education, *Dual Enrollment Frequently Asked Questions*, available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>, at 1 of 15.

⁹ The total number of students who participated in dual enrollment reflects an unduplicated headcount of students who may have enrolled in more than one dual enrollment course, which includes credit hour dual enrollment courses and clock hour career dual enrollment courses. Email, Florida Department of Education (March 22, 2019).

¹⁰ Email, Florida Department of Education (March 22, 2019).

public high schools, 2,934 students from private high schools, and 3,381 students from home education programs participated in dual enrollment during the 2017-2018 school year.¹¹

Eligibility Criteria

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average (GPA) and the minimum score on a common placement test¹² adopted by the State Board of Education (state board) which indicates that the student is ready for college-level coursework.¹³ For continued enrollment in college credit dual enrollment courses, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution.¹⁴ For initial and continued enrollment in career certificate dual enrollment courses, students must have a 2.0 unweighted high school GPA.¹⁵ Exceptions to the required GPA may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement.¹⁶

Dual Enrollment Articulation Agreement

A dual enrollment articulation agreement establishes the guidelines for implementing the program for eligible students.¹⁷ Specifically, Florida law requires:

- Each district school superintendent and each public postsecondary institution president to develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution.¹⁸
- Each public postsecondary institution eligible to participate in the dual enrollment program to enter into a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student's parent.¹⁹
- Each public postsecondary institution eligible to participate in the dual enrollment program to enter into a private school articulation agreement with each eligible private school in its geographic service area seeking to offer dual enrollment courses to its students.²⁰

¹¹ Email, Florida Department of Education (March 22, 2019).

¹² The Postsecondary Education Readiness Test (PERT) is Florida's customized common placement test. The purpose of the PERT is to determine accurate course placement based on the student's skills and abilities. The PERT is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The PERT assessment system includes Placement and Diagnostic tests in mathematics, reading and writing. Rule 6A-10.0315, F.A.C. establishes the test scores used to determine whether a student is ready for college level coursework. Florida Department of Education, *Common Placement Testing*, <http://www.fldoe.org/schools/higher-ed/fl-college-system/common-placement-testing.stml> (last visited April 2, 2019). As an alternative to PERT, students may take the ACCUPLACER, SAT, and ACT to demonstrate readiness to perform college-level work. Rule 6A-10.0315(2), F.A.C.; *see also* Rule 6A-14.064(1)(b), F.A.C.

¹³ Section 1007.271(3), F.S.

¹⁴ *Id.*

¹⁵ *Id.*

¹⁶ *Id.*

¹⁷ Florida Department of Education, *Dual Enrollment Frequently Asked Questions*, available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>, at 13 of 15.

¹⁸ Section 1007.271(21), F.S.

¹⁹ Section 1007.271(13), F.S.

²⁰ Section 1007.271(24), F.S.

Additionally, district school boards and FCS institutions may enter into additional dual enrollment articulation agreements with state universities, and school districts may also enter into dual enrollment articulation agreements with eligible independent colleges and universities.²¹

The dual enrollment articulation agreements are developed locally by the entities specified in law. Florida law specifies the information that must be addressed in the dual enrollment articulation agreements.²² Such agreements must be submitted to the Florida Department of Education (DOE) by August 1 of each year.²³ District school boards may not refuse to enter into a dual enrollment articulation agreement with a local FCS institution if that institution has the capacity to offer dual enrollment courses.²⁴

Funding

The dual enrollment articulation agreement between a district school superintendent and a public postsecondary institution president must address specified information including a funding provision that delineates costs incurred by each entity.²⁵

School districts are required to pay public postsecondary institutions the standard tuition rate per credit hour from funds provided in the Florida Education Finance Program (FEFP) when dual enrollment course instruction takes place on the postsecondary institution's campus and the course is taken during the fall or spring term.²⁶ When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district must reimburse the costs associated with the postsecondary institution's proportion of salary and benefits to provide the instruction.²⁷ When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution.²⁸ Florida law authorizes a postsecondary institution to enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution.²⁹ Florida law does not specify a similar funding provision for private schools to pay public postsecondary education institutions for the dual enrollment instruction that such institutions provide to the private school students who participate in dual enrollment.

Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution must receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term.³⁰

²¹ Section 1007.271(23), F.S.

²² Section 1007.271(13), (21), and (24), F.S.

²³ Section 1007.271(13), (21), (23), and (24), F.S.

²⁴ Section 1007.271(4), F.S.

²⁵ Section 1007.271(21)(n), F.S.

²⁶ Section 1007.271(21)(2)1, F.S.

²⁷ *Id.*

²⁸ *Id.*

²⁹ *Id.*

³⁰ Section 1007.271(21)(2)2, F.S.

Instructional Materials

Instructional materials assigned for use within dual enrollment courses must be made available to dual enrollment students from Florida public high schools free of charge.³¹ Florida law does not prohibit an FCS institution from providing instructional materials at no cost to a home education student or a student from a private school.³² Instructional materials purchased by a district school board or FCS institution board of trustees on behalf of dual enrollment students must be the property of the board against which the purchase is charged.³³

In 2018, the Legislature appropriated \$550,000 for instructional materials for home education program students participating in dual enrollment.³⁴

Collegiate High School Program

In 2014, the Legislature codified the collegiate high school program and specified related requirements.³⁵ Florida law requires each FCS institution to work with each district school board in its designated service area³⁶ to establish one or more collegiate high school programs.³⁷

Purpose

At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications and to successfully complete 30 credit hours through dual enrollment toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.³⁸

In the fall of 2018, FCS institutions enrolled an estimated 11,179 students in collegiate high school programs.³⁹ During the 2017-2018 school year:⁴⁰

- 3,215 students graduated from FCS Collegiate and Charter High Schools.
- 2,997 graduates accumulated at least 30 college credits.
- 2,256 students earned associate degrees.
- 104 students earned industry certifications.

Program Contract

Each district school board and its local FCS institution must execute a contract to establish one or more collegiate high school programs at a mutually agreed upon location or locations.⁴¹ If the FCS institution does not establish a program with a district school board in its designated service

³¹ Section 1007.271(17), F.S.

³² *Id.*

³³ Section 1007.271(17), F.S.

³⁴ Section 46, ch. 2018-6, L.O.F.

³⁵ Section 10, ch. 2014-184, L.O.F.

³⁶ Section 1000.21(3), F.S.

³⁷ Section 1007.273(1), F.S.

³⁸ Section 1007.273(2), F.S.

³⁹ Email. Florida Department of Education (March 9, 2019).

⁴⁰ *Id.*

⁴¹ Section 1007.273(3), F.S.

area, another FCS institution may execute a contract with that district school board to establish the program.⁴²

In addition to executing a contract with the local FCS institution, Florida law authorizes a district school board to execute a contract to establish a collegiate high school program with a state university or an independent college or university that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is nonprofit and located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees.⁴³

Florida law specifies the information that must be addressed in the contract which must be executed by January 1 of each school year for implementation of the program during the next school year.⁴⁴

Student Performance Contract

Each student participating in a collegiate high school program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and the applicable FCS institution, state university, or independent college or university.⁴⁵ The performance contract must include the schedule of courses, by semester, and industry certifications to be taken by the student, student attendance requirements, and course grade requirements.

Funding

The collegiate high school program must be funded in accordance with the funding for dual enrollment and through the FEFP.⁴⁶ The state board must enforce compliance with the law regarding the collegiate high school program by withholding the transfer of funds for the school districts and the FCS institutions.⁴⁷

III. Effect of Proposed Changes:

Dual Enrollment

The bill revises Florida law regarding dual enrollment eligibility criteria for students, dual enrollment articulation agreements for private schools, and the provision of instructional materials for students who participate in dual enrollment.

⁴² Section 1007.273(3), F.S.

⁴³ Section 1007.273(5), F.S.

⁴⁴ Section 1007.273(3), F.S.

⁴⁵ Section 1007.273(4), F.S. To participate in a collegiate high school program, an independent college or university must be an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. *Id.*, at (5).

⁴⁶ Section 1007.273(6), F.S.

⁴⁷ *Id.*

Eligibility Criteria

The bill modifies the unweighted high school grade point average (GPA) for enrollment in college credit dual enrollment courses from a 3.0 to a 2.5. The bill maintains the additional student eligibility criteria related to minimum score on a common placement test adopted by the State Board of Education (state board) which indicates that the student is ready for college-level coursework. As a result of the change in the high school GPA requirement, more students may become eligible to participate in dual enrollment if such students also earn the minimum score on the common placement test.

Dual Enrollment Articulation Agreement

The bill:

- Prohibits district school boards and FCS institutions from limiting student participation in dual enrollment including early college programs unless the FCS institution requests, and the commissioner approves, a 1-year waiver from the prohibition on limiting student participation, specifically due to capacity to accommodate all eligible students seeking to participate in dual enrollment or early college programs from one or more counties served by the FCS institution.
- Requires the waiver to describe the existing capacity issues, and specific courses or programs impacted by such issues; and include suggested solutions and a timeline for achieving capacity to accommodate student demand.

Accordingly, the bill establishes a mechanism for transparency regarding student demand for dual enrollment, including early college programs, and the accommodation of such demand in accordance with institutional capacity.

Additionally, the bill requires the private school dual enrollment articulation agreements to include a provision expressing that costs associated with tuition and fees, including registration and laboratory fees, will not be passed along to a student's private school of enrollment. Current law requires school districts to reimburse public postsecondary education institutions for dual enrollment instruction provided by such institutions.⁴⁸

Instructional Materials

The bill specifies that instructional materials assigned for use within dual enrollment courses must be made available free of charge to students in home education programs and private schools. Current law provides for free dual enrollment instructional materials for public high school students in Florida.⁴⁹ However, the bill does not limit the provision of free dual enrollment instructional materials for private school and home education program students to only those students who are enrolled in grades 9 through 12 at private schools or the equivalent of such grades for home education programs.

⁴⁸ Section 1007.271(21)(n), F.S.

⁴⁹ Section 1007.271(17), F.S.

Collegiate High School Program

The bill reframes the collegiate high school program (CHS) as an early college acceleration program and revises related requirements, creates a mechanism for awarding bonus funding if certain conditions are met, and specifies reporting requirements for district school superintendents and the commissioner.

Specifically, the bill revises current law to require each FCS institution to work with each district school board in its designated service area to establish one or more early college programs, including, but not limited to, collegiate high school programs. Accordingly, the bill expands opportunities for secondary students to access to advanced coursework through early college programs. The bill defines the early college program to mean a structured high school acceleration program.

Purpose

In comparison to the requirements for the CHS program, the bill expands the number of years that early college programs must be made available to students and the opportunities that must be provided to students to earn college credit through dual enrollment. Specifically, the bill requires that the early college programs:

- Include an option for public school students in grades 11 and 12 to participate in such programs for at least two full school years, and
- Provide students opportunities to successfully complete at least 60 credit hours or graduate from high school with an associate degree through dual enrollment.

The bill maintains the opportunities for students to earn CAPE industry certifications under the early college programs, consistent with the CHS program. The bill requires early college programs to prioritize dual enrollment courses applicable as general education core courses⁵⁰ or common prerequisite courses⁵¹ for an associate degree⁵² or a baccalaureate degree⁵³ over dual enrollment courses applicable as electives. Accordingly, the bill promotes purposeful utilization and application of dual enrollment credits toward postsecondary education, which may result in cost savings for students if the students complete the general education core and common prerequisite course requirements before graduating from high school. Statewide articulation

⁵⁰ General education core course options consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The course options are identified by faculty committees that are jointly appointed by the chair of the State Board of Education (state board) and the chair of the Board of Governors (BOG). Section 1007.25(3), F.S.; *see also* Rule 6A-14.0303, F.A.C. and Board of Governors Regulation 8.005.

⁵¹ The Department of Education is required to identify common prerequisite courses and course substitutions for degree programs across all institutions. Common degree program prerequisites must be offered and accepted by all state universities and Florida College System (FCS) institutions, except in cases approved by the state board for the FCS institutions and the BOG for the state universities. Section 1007.25(6), F.S.

⁵² Typically, an associate in arts degree requires 60 semester hours of college credit and include 36 semester hours of general education coursework. Section 1007.25(8), F.S.

⁵³ A baccalaureate degree program usually requires 120 semester credit hours and include 36 semester hours of general education coursework, unless prior approval has been granted by the BOG for baccalaureate degree programs offered by state universities and by the state board for baccalaureate degrees offered by FCS institutions. Section 1007.25(8), F.S.

agreements⁵⁴ govern articulation between secondary and postsecondary education to facilitate the seamless articulation of student credit across Florida's educational entities.⁵⁵

The bill authorizes private school students and home education students in grades 11 and 12 to enroll in early college programs.

Program Contract

The bill reframes the CHS program contract provisions as early college program contract provisions, with some additional requirements. Specifically, the bill revises the program contract provisions related to the:

- Program description by requiring that the description also include a list of the meta-major academic pathways approved in accordance with the law,⁵⁶ which are available to participating students through the partner FCS institution, state university, or nonprofit independent college or university that is located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees.
- Delineation of courses by requiring that the courses must, at a minimum, include general education core courses and common prerequisite courses.

Additionally, the bill applies the January 1 deadline for executing the CHS program contracts to the early college program contracts, beginning with the 2020-2021 school year.

The bill makes applicable to the early college program the existing requirement that a district school board execute a contract, under the CHS program, with a state university or a nonprofit independent college or university eligible to participate in the program,⁵⁷ in addition to the contract that the district executes with the local FCS institution. Additionally, the bill authorizes a charter school to execute a program contract directly with the local FCS institution, state university, or eligible independent college or university to establish an early college program at a mutually agreed upon location. Accordingly, the bill expands student access to advanced coursework through early college programs.

Student Performance Contract

The bill reframes the CHS program student performance contract provisions as early college program student performance contract provisions, with a few additional requirements. The bill requires the student performance contract to:

- Specify the applicability of courses taken by students under the early college program to an associate or a baccalaureate degree.

⁵⁴ The state board and the BOG are required to enter into a statewide articulation agreement, providing for the transfer and application of credits earned by students in high school or in postsecondary programs of study. Section 1007.23(1), F.S.

⁵⁵ Section 1007.23(1)(a), F.S.

⁵⁶ Section 1008.30(4), F.S.

⁵⁷ An eligible independent college or university is an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is nonprofit and located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Section 1007.273(5), F.S.

- Require each district school board to notify, by September 1, 2020, and annually thereafter, each public school student, each home education program student, and each private school with students in grades 9, 10, 11, and 12 about the following early college program information:
 - The method for earning college credit through participation in the early college program. The bill requires that the notification include Internet websites to the dual enrollment course equivalency list⁵⁸ approved by the state board; the common degree program prerequisite requirements⁵⁹ published by the Articulation Coordinating Committee;⁶⁰ the industry certification articulation agreements⁶¹ adopted by the state board in rule; and the approved meta-major academic pathways of the partner FCS institution, state university, or an eligible independent college or university.
 - The estimated cost savings to students and their families resulting from students successfully completing 30 credit hours and 60 credit hours applicable toward general education core courses or common prerequisite courses before graduating from high school versus the cost of students earning such credit hours after graduating from high school.

Funding

The bill specifies that, consistent with Florida law regarding dual enrollment, a home education student, a private school student, and private school, for participating students from the private school, are not responsible for the costs associated with instructional materials, tuition, and fees, including registration and laboratory fees.

In addition, the bill creates a mechanism for awarding bonus FEFP funding to district school boards if certain conditions are met. The bill specifies that a student who enrolls in the early college program and successfully completes an associate degree or at least 60 college credit hours toward fulfilling the requirements for a baccalaureate degree pursuant to the student performance contract before graduating from high school generates a 1.0 full-time equivalent (FTE) bonus to district school boards.

⁵⁸ The dual enrollment course-to-high school subject area equivalency list specifies postsecondary courses that when completed earn both high school and college credit. Florida Department of Education, *2018-2019 Dual Enrollment Course—High School Subject Area Equivalency List*, available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>.

⁵⁹ The common prerequisite requirements are published in the Common Prerequisite Manual, which is available on Florida Virtual Campus (FLVC) website. FloridaShines, *Common Prerequisites Manuals 2018-2019*, <https://dlss.flvc.org/admin-tools/common-prerequisites-manuals/2018-2019-manual> (last visited March 21, 2019).

⁶⁰ Florida law requires the Commissioner of Education, in consultation with the Chancellor of the State University System, to establish the Articulation Coordinating Committee, which must make recommendations related to statewide articulation policies and issues regarding access, quality, and reporting of data maintained by the Florida Department of Education's K-20 data warehouse, to the Higher Education Coordination Council, the state board, and the BOG. Section 1007.01(3), F.S.

⁶¹ The SBE has approved several Statewide Career and Technical Education Articulation Agreements which are based on industry certification. Such agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements. Florida Department of Education, *Industry Certification*, <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml> (last visited March 21, 2019).

The bill:

- Requires each district school board that is a contractual partner with an FCS institution, a state university, or an eligible independent college or university, to report to the commissioner the total FTE bonus for each early college program student from that school district.
- Requires the total FTE bonus to be added to each school district's total weighted FTE for funding in the subsequent fiscal year.
- Specifies that for any industry certification earned by a student under the early college program, the FTE bonus must be calculated and awarded in accordance with the funding for industry certifications specified in the Florida Education Finance Program.⁶²

Reporting

The bill creates the following reporting requirements:

- Beginning September 1, 2020, and annually thereafter, each district school superintendent must report to the commissioner, at a minimum, the following information on each early college program administered during the previous school year:
 - The number of students in public schools, private schools, and home education programs within the school district who enrolled in the early college program and the partnering postsecondary institutions.
 - The total and average number of dual enrollment courses completed, high school and college credits earned, standard high school diplomas and associate and baccalaureate degrees awarded, and industry certifications attained, if any, by the students who enrolled in the early college program.
 - The projected student enrollment in the early college program during the next school year.
 - Any barriers to executing contracts to establish one or more early college programs.
- By November 30, 2020, and annually thereafter, the commissioner must report to the Governor, the President of the Senate, and the Speaker of the House of Representatives the status of early college programs, including, at a minimum, a summary of student enrollment and completion information; barriers, if any, to establishing such programs; and recommendations for expanding access to such programs statewide.

Accordingly, the bill creates a mechanism for monitoring the status of early college programs and making program improvements, as needed.

In addition to the reporting requirements for early college programs specified above, the bill requires that:

- Beginning with September 1, 2020, and annually thereafter, each postsecondary institution must report to the commissioner dual enrollment information by school district, which must, at a minimum, include information on current and projected student enrollment and student completion, number of college credits or clock hours earned, the certificate or degree awarded, industry certifications earned, and barriers to entering into dual enrollment or early college agreements.

⁶² Section 1011.62(1)(o), F.S.

- By November 30, 2020, and annually thereafter, the DOE must publish on the department's website, the status of early college programs including, at a minimum, a summary of student enrollment and completion by school district, barriers to establishing such programs, and recommendations for expanding access to such programs statewide.

The bill makes information about early college programs publicly accessible through the publication of such information annually on the DOE's website.

The bill takes effect July 1, 2019.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill requires the private school dual enrollment articulation agreements to include a provision expressing that costs associated with tuition and fees, including registration and laboratory fees, will not be passed along to a student's private school of enrollment. A public postsecondary institution that enters into an agreement with a private school to provide dual enrollment may have to absorb the tuition and fee costs for those students.

The bill does not provide an appropriation for instructional materials for home education program students and private school students who participate in dual enrollment. In 2018, the Legislature appropriated \$550,000 for instructional materials for home education program students participating in dual enrollment.⁶³

The bill may generate additional FTE bonus funding in the FEFP for districts as students enrolled in early college programs complete an associate degree or minimum 60 college credits toward a baccalaureate degree.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1007.271 and 1007.273.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Committee on April 2, 2019:

The committee substitute maintains the substance of the bill with the following modifications:

- Modifies Florida law regarding student eligibility criteria for participating in dual enrollment by changing the GPA requirement from 3.0 to 2.5. Additionally, the committee substitute:
 - Prohibits a district school board and Florida College System (FCS) institution from limiting student participation in dual enrollment, including early college programs, but creates a waiver from such prohibition based on capacity to accommodate all eligible students.
 - Requires the waiver to describe the existing capacity issues, and courses and programs impacted by such issues; and include suggested solutions and a timeline for achieving capacity to accommodate student demand.
- Modifies the purpose of early college programs specified in the bill to also include students who graduate with an associate degree, in addition to students who successfully complete at least 60 credit hours through dual enrollment.
- Adds to the bill following dual enrollment and early college program related reporting requirements:

⁶³ Section 46, ch. 2018-6, L.O.F.

- Beginning with September 1, 2020 and annually thereafter, each postsecondary institution must report to the Commissioner of Education dual enrollment information by school district, which must, at a minimum, include information on current and projected student enrollment and student completion, number of college credits or clock hours earned, the certificate or degree awarded, industry certifications earned, and barriers to entering into dual enrollment or early college agreements.
- By November 30, 2020, and annually thereafter, the Department of Education must publish on the department's website, the status of early college programs including, at a minimum, a summary of student enrollment and completion by school district, barriers to establishing such programs, and recommendations for expanding access to such programs statewide.

B. Amendments:

None.

By the Committee on Education; and Senator Stargel

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1 A bill to be entitled
 2 An act relating to postsecondary education for
 3 secondary students; amending s. 1007.27, F.S.;
 4 requiring postsecondary institutions to annually
 5 report specified information to the Commissioner of
 6 Education; requiring the Department of Education to
 7 annually publish specified information to its website;
 8 amending s. 1007.271, F.S.; revising the grade point
 9 average requirement for student eligibility relating
 10 to initial and continued enrollment in college credit
 11 dual enrollment courses; prohibiting district school
 12 boards and Florida College System institutions from
 13 limiting the number of students participating in dual
 14 enrollment; providing an exception; requiring, rather
 15 than authorizing, instructional materials to be made
 16 available to certain dual enrollment students free of
 17 charge; prohibiting certain costs associated with a
 18 private school student who is enrolled in a dual
 19 enrollment course from being passed along to the
 20 student's school; amending s. 1007.273, F.S.; defining
 21 the term "early college program"; providing additional
 22 options for students participating in an early college
 23 program; revising the requirements for an early
 24 college program; authorizing certain private school
 25 and home education students to enroll in an early
 26 college program; revising early college program
 27 contract and student performance contract
 28 requirements; requiring each district school board to
 29 annually notify students in certain grades of

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30 specified information about the early college program;
 31 authorizing a charter school to establish an early
 32 college program; providing that certain students and
 33 schools are not responsible for specified costs;
 34 providing that students who meet certain requirements
 35 generate a full-time equivalent bonus; providing
 36 requirements for such bonuses; requiring a district
 37 school superintendent to annually report to the
 38 Commissioner of Education certain information relating
 39 to the early college program; requiring the
 40 commissioner to annually submit a report to the
 41 Governor and the Legislature; providing an effective
 42 date.

44 Be It Enacted by the Legislature of the State of Florida:

45
 46 Section 1. Subsections (5) through (8) of section 1007.27,
 47 Florida Statutes, are redesignated as subsections (6) through
 48 (9), respectively, and a new subsection (5) is added to that
 49 section, to read:

50 1007.27 Articulated acceleration mechanisms.—

51 (5) (a) Beginning September 1, 2020, and annually
 52 thereafter, each postsecondary institution shall report to the
 53 Commissioner of Education at least the following information, by
 54 school district, for the previous school year for each dual
 55 enrollment articulation agreement it enters into pursuant to s.
 56 1007.271:

57 1. The number of students who enrolled in a dual enrollment
 58 course under each articulation agreement, including those

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59 students enrolled in an early college program under s. 1007.273;

60 2. The total and average number of dual enrollment courses
 61 completed; clock hours earned; high school and college credits
 62 earned; standard high school diplomas, certificates, and
 63 associate and baccalaureate degrees awarded; and industry
 64 certifications attained by the students who enrolled in each
 65 dual enrollment program or early college program;

66 3. The projected student enrollment in each dual enrollment
 67 program and early college program during the next school year;
 68 and

69 4. Any barriers to entering into an agreement to establish
 70 one or more early college programs as provided in ss. 1007.271
 71 and 1007.273.

72 (b) By November 30, 2020, and annually thereafter, the
 73 Department of Education shall publish on its website the status
 74 of early college programs, including, at a minimum, a summary of
 75 student enrollment and completion information, by each school
 76 district, provided pursuant to this subsection; barriers, if
 77 any, to establishing such programs; and recommendations for
 78 expanding access to such programs statewide.

79 Section 2. Subsections (3), (4), and (17) and paragraph (b)
 80 of subsection (24) of section 1007.271, Florida Statutes, are
 81 amended to read:

82 1007.271 Dual enrollment programs.—

83 (3) Student eligibility requirements for initial enrollment
 84 in college credit dual enrollment courses must include a 2.5 ~~3.0~~
 85 unweighted high school grade point average and the minimum score
 86 on a common placement test adopted by the State Board of
 87 Education which indicates that the student is ready for college-

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88 level coursework. Student eligibility requirements for continued
 89 enrollment in college credit dual enrollment courses must
 90 include the maintenance of a 2.5 ~~3.0~~ unweighted high school
 91 grade point average and the minimum postsecondary grade point
 92 average established by the postsecondary institution. Regardless
 93 of meeting student eligibility requirements for continued
 94 enrollment, a student may lose the opportunity to participate in
 95 a dual enrollment course if the student is disruptive to the
 96 learning process such that the progress of other students or the
 97 efficient administration of the course is hindered. Student
 98 eligibility requirements for initial and continued enrollment in
 99 career certificate dual enrollment courses must include a 2.0
 100 unweighted high school grade point average. Exceptions to the
 101 required grade point averages may be granted on an individual
 102 student basis if the educational entities agree and the terms of
 103 the agreement are contained within the dual enrollment
 104 articulation agreement established pursuant to subsection (21).
 105 Florida College System institution boards of trustees may
 106 establish additional initial student eligibility requirements,
 107 which shall be included in the dual enrollment articulation
 108 agreement, to ensure student readiness for postsecondary
 109 instruction. Additional requirements included in the agreement
 110 may not arbitrarily prohibit students who have demonstrated the
 111 ability to master advanced courses from participating in dual
 112 enrollment courses or limit the number of dual enrollment
 113 courses in which a student may enroll based solely upon
 114 enrollment by the student at an independent postsecondary
 115 institution.

116 (4) District school boards may not refuse to enter into a

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117 dual enrollment articulation agreement with a local Florida
 118 College System institution if that Florida College System
 119 institution has the capacity to offer dual enrollment courses. A
 120 district school board or Florida College System institution may
 121 not limit the number of students who participate in dual
 122 enrollment, including early college programs under s. 1007.273,
 123 unless the institution requests, and the commissioner approves,
 124 a 1-year waiver from the prohibition on limitation under this
 125 subsection, specifically due to capacity to accommodate all
 126 eligible students seeking to participate in dual enrollment or
 127 early college programs from one or more counties served by the
 128 college. Such waiver must describe the existing capacity issues
 129 and specific courses or programs impacted by such capacity
 130 issues, and must include suggested solutions and a timeline for
 131 achieving the capacity to accommodate student demand.

132 (17) Instructional materials assigned for use within dual
 133 enrollment courses shall be made available to dual enrollment
 134 students from Florida public high schools, home education
 135 programs, and private schools free of charge. This subsection
 136 does not prohibit a Florida College System institution from
 137 providing instructional materials at no cost to a home education
 138 student or student from a private school. Instructional
 139 materials purchased by a district school board or Florida
 140 College System institution board of trustees on behalf of dual
 141 enrollment students shall be the property of the board against
 142 which the purchase is charged.

143 (24)

144 (b) Each public postsecondary institution eligible to
 145 participate in the dual enrollment program pursuant to s.

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146 1011.62(1)(i) must enter into a private school articulation
 147 agreement with each eligible private school in its geographic
 148 service area seeking to offer dual enrollment courses to its
 149 students, including, but not limited to, students with
 150 disabilities. By August 1 of each year, the eligible
 151 postsecondary institution shall complete and submit the private
 152 school articulation agreement to the Department of Education.
 153 The private school articulation agreement must include, at a
 154 minimum:

155 1. A delineation of courses and programs available to the
 156 private school student. The postsecondary institution may add,
 157 revise, or delete courses and programs at any time.

158 2. The initial and continued eligibility requirements for
 159 private school student participation, not to exceed those
 160 required of other dual enrollment students.

161 3. The student's responsibilities for providing his or her
 162 own instructional materials and transportation.

163 4. A provision clarifying that the private school will
 164 award appropriate credit toward high school completion for the
 165 postsecondary course under the dual enrollment program.

166 5. A provision expressing that costs associated with
 167 tuition and fees, including registration, and laboratory fees,
 168 will not be passed along to the student or the student's private
 169 school of enrollment.

170 Section 3. Section 1007.273, Florida Statutes, is amended
 171 to read:

172 1007.273 Early college acceleration programs Collegiate
 173 high school program.-

174 ~~(1)~~ Each Florida College System institution shall work with

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175 each district school board in its designated service area to
 176 establish one or more early college programs, including, but not
 177 limited to, collegiate high school programs. As used in this
 178 section, the term "early college program" means a structured
 179 high school acceleration program.

180 (1)(2) PURPOSE.—At a minimum, early college ~~collegiate high~~
 181 ~~school~~ programs must include an option for public school
 182 students in grades ~~grade~~ 11 and ~~or~~ grade 12 participating in the
 183 early college program, for at least 2 ~~4~~ full school years ~~year~~,
 184 to earn CAPE industry certifications pursuant to s. 1008.44 and
 185 to successfully complete at least 60 ~~30~~ credit hours or graduate
 186 from high school with an associate degree through the dual
 187 enrollment program under s. 1007.271. Private school students
 188 and home education students in grades 11 and 12 may enroll in
 189 the early college program. The early college program must
 190 prioritize dual enrollment courses applicable as general
 191 education core courses or common prerequisite courses under s.
 192 1007.25 toward the first year of college for an associate degree
 193 or a baccalaureate degree over dual enrollment courses
 194 applicable as electives while enrolled in the program.

195 (2)(3) REQUIRED EARLY COLLEGE PROGRAM CONTRACTS.—Each
 196 district school board and its local Florida College System
 197 institution shall execute a contract to establish one or more
 198 early college ~~collegiate high school~~ programs at a mutually
 199 agreed upon location or locations. ~~Beginning with the 2015-2016~~
 200 ~~school year,~~ If the local Florida College System institution
 201 does not establish an early college ~~a~~ program with a district
 202 school board in its designated service area, another Florida
 203 College System institution may execute a contract with that

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204 district school board to establish the early college program.
 205 Beginning with the 2020-2021 school year, the contract must be
 206 executed by January 1 of each school year for implementation of
 207 the early college program during the next school year. The
 208 contract must:

209 (a) Identify the grade levels to be included in the early
 210 college ~~collegiate high school~~ program ~~which must, at a minimum,~~
 211 ~~include grade 12.~~

212 (b) Describe the early college ~~collegiate high school~~
 213 program, including a list of the meta-major academic pathways
 214 approved pursuant to s. 1008.30(4) that are available to
 215 participating students through the partner Florida College
 216 System institution or other eligible partner postsecondary
 217 institution participating pursuant to subsection (4); the
 218 delineation of courses that must, at a minimum, include general
 219 education core courses and common prerequisite courses pursuant
 220 to s. 1007.25; and industry certifications offered, including
 221 online course availability; the high school and college credits
 222 earned for each postsecondary course completed and industry
 223 certification earned; student eligibility criteria; and the
 224 enrollment process and relevant deadlines.

225 (c) Describe the methods, medium, and process by which
 226 students and their parents are annually informed about the
 227 availability of the early college ~~collegiate high school~~
 228 program, the return on investment associated with participation
 229 in the early college program, and the information described in
 230 paragraphs (a) and (b).

231 (d) Identify the delivery methods for instruction and the
 232 instructors for all courses.

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233 (e) Identify student advising services and progress
 234 monitoring mechanisms.

235 (f) Establish a program review and reporting mechanism
 236 regarding student performance outcomes.

237 (g) Describe the terms of funding arrangements to implement
 238 the early college ~~collegiate high school~~ program pursuant to
 239 paragraph (5) (a).

240 (3) STUDENT PERFORMANCE CONTRACT AND NOTIFICATION.—

241 (a) ~~(4)~~ Each student participating in an early college a
 242 ~~collegiate high school~~ program must enter into a student
 243 performance contract which must be signed by the student, the
 244 parent, and a representative of the school district and the
 245 partnering applicable Florida College System institution, state
 246 university, or other eligible partner postsecondary institution
 247 participating pursuant to subsection (4) ~~(5)~~. The performance
 248 contract must, at a minimum, specify ~~include~~ the schedule of
 249 courses, by semester, and industry certifications to be taken by
 250 the student, if any; student attendance requirements; ~~and~~
 251 course grade requirements; and the applicability of such courses
 252 to an associate degree or a baccalaureate degree.

253 (b) By September 1, 2020, and annually thereafter, each
 254 district school board must notify each student in grades 9, 10,
 255 11, and 12 in a public school, each home education student in
 256 grades 9, 10, 11, or 12, and each private school with students
 257 in grades 9, 10, 11, and 12 within the school district about the
 258 early college program, including, but not limited to, all of the
 259 following:

260 1. The method for earning college credit through
 261 participation in the early college program. The notification

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262 must include Internet websites to the dual enrollment course
 263 equivalency list approved by the State Board of Education; the
 264 common degree program prerequisite requirements published by the
 265 Articulation Coordinating Committee pursuant to s.
 266 1007.01(3) (f); the industry certification articulation
 267 agreements adopted by the State Board of Education in rule; and
 268 the approved meta-major academic pathways of the partner Florida
 269 College System institution or other eligible partner
 270 postsecondary institution participating pursuant to subsection
 271 (4).

272 2. The estimated cost savings to students and their
 273 families resulting from students successfully completing 30
 274 credit hours and 60 credit hours applicable toward general
 275 education core courses or common prerequisite courses before
 276 graduating from high school versus the cost of students earning
 277 such credit hours after graduating from high school.

278 (4) ~~(5)~~ AUTHORIZED EARLY COLLEGE PROGRAM CONTRACTS.—In
 279 addition to executing a contract with the local Florida College
 280 System institution under this section, a district school board
 281 may execute a contract to establish an early college a
 282 ~~collegiate high school~~ program with a state university or an
 283 institution that is eligible to participate in the William L.
 284 Boyd, IV, Effective Access to Student Education Grant Program,
 285 that is a nonprofit independent college or university located
 286 and chartered in this state, and that is accredited by the
 287 Commission on Colleges of the Southern Association of Colleges
 288 and Schools to grant baccalaureate degrees. Such university or
 289 institution must meet the requirements specified under
 290 subsections (2) ~~(3)~~ and (3) ~~(4)~~. A charter school may execute a

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291 contract directly with the local Florida College System
 292 institution or another institution as authorized under this
 293 section to establish an early college program at a mutually
 294 agreed upon location.

295 (5) FUNDING.-

296 (a)~~(6)~~ The early college collegiate high school program
 297 shall be funded pursuant to ss. 1007.271 and 1011.62. Pursuant
 298 to s. 1007.271, a home education student, private school
 299 student, and private school student's school of enrollment are
 300 not responsible for the costs associated with instructional
 301 materials, tuition, and fees, including registration and
 302 laboratory fees. The State Board of Education shall enforce
 303 compliance with this section by withholding the transfer of
 304 funds for the school districts and the Florida College System
 305 institutions in accordance with s. 1008.32.

306 (b) A student who enrolls in the early college program and
 307 successfully completes an associate degree or at least 60
 308 college credit hours toward fulfilling the requirements for a
 309 baccalaureate degree pursuant to the student performance
 310 contract under subsection (3) before graduating from high school
 311 generates a 1.0 full-time equivalent (FTE) bonus. Each district
 312 school board that is a contractual partner with a Florida
 313 College System institution or other eligible postsecondary
 314 institution pursuant to subsection (4) shall report to the
 315 Commissioner of Education the total FTE bonus for each early
 316 college program for the students from that school district. The
 317 total FTE bonus shall be added to each school district's total
 318 weighted FTE for funding in the subsequent fiscal year.

319 (c) For any industry certification a student attains under

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320 this section, the FTE bonus shall be calculated and awarded in
 321 accordance with s. 1011.62(1)(o).

322 (6) REPORTING REQUIREMENTS.-

323 (a) Beginning September 1, 2020, and annually thereafter,
 324 each district school superintendent shall report to the
 325 commissioner, at a minimum, the following information on each
 326 early college program administered during the previous school
 327 year:

328 1. The number of students in public schools, private
 329 schools, and home education programs within the school district
 330 who enrolled in the early college program and the partnering
 331 postsecondary institutions pursuant to subsections (2) and (4).

332 2. The total and average number of dual enrollment courses
 333 completed, high school and college credits earned, standard high
 334 school diplomas and associate and baccalaureate degrees awarded,
 335 and industry certifications attained, if any, by the students
 336 who enrolled in the early college program.

337 3. The projected student enrollment in the early college
 338 program during the next school year.

339 4. Any barriers to executing contracts to establish one or
 340 more early college programs.

341 (b) By November 30, 2020, and annually thereafter, the
 342 commissioner must report to the Governor, the President of the
 343 Senate, and the Speaker of the House of Representatives the
 344 status of early college programs, including, at a minimum, a
 345 summary of student enrollment and completion information
 346 pursuant to this subsection; barriers, if any, to establishing
 347 such programs; and recommendations for expanding access to such
 348 programs statewide.

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349

Section 4. This act shall take effect July 1, 2019.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

1342

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Bethany Swonson

Job Title Leg. Affairs Director

Address 325 W Gaines St.

Phone 850-621-2556

Street

Tallahassee

FL

32303

Email bethany.swonson@fldoe.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Department of Education

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4-9-19

Meeting Date

CS/SB 1342

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name BRENDA DICKINSON

Job Title Lobbyist

Address PO Box 12563

Phone 850-264-2184

Street

TALLAHASSEE

City

FL

State

32317

Zip

Email CONSULTINGBrenda@gmail.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing FLORIDA Council of Independent Schools

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

SB 1342

Bill Number (if applicable)

Topic Post Secondary Ed Dual Enrollment

Amendment Barcode (if applicable)

Name HOWARD G. BURKE

Job Title EXECUTIVE DIRECTOR

Address PO Box 10009

Phone 850-545-6957

Tallahassee FL 32302

Email dochgb@aol.com

Speaking: [] For [] Against [] Information

Waive Speaking: [x] In Support [] Against (The Chair will read this information into the record.)

Representing FLORIDA ASSOCIATION OF CHRISTIAN COLLEGES & SCHOOLS

Appearing at request of Chair: [] Yes [] No

Lobbyist registered with Legislature: [x] Yes [] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE

APPEARANCE RECORD

9 Apr 19

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1342

Meeting Date

Bill Number (if applicable)

Topic Post Secondary Education For Secondary Students Amendment Barcode (if applicable)

Name James Mosteller

Job Title Advocacy Associate

Address 215 S. Monroe St

Phone 850/727-3712

Tallahassee State Zip

Email James.M@excelmed.org

Speaking: [X] For [] Against [] Information

Waive Speaking: [X] In Support [] Against (The Chair will read this information into the record.)

Representing Foundation For Florida's Future

Appearing at request of Chair: [] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4-9-19

Meeting Date

1342

Bill Number (if applicable)

Topic

Post Secondary Ed.

Amendment Barcode (if applicable)

Name

Dr. Sally Butzin

Job Title

Volunteer

Address

1628 Woodgate Way

Phone

850-728-1097

Street

Tallahassee

State

FL

Zip

32308

Email

sally.butzin@gmail.com

Speaking:

For

Against

Information

Waive Speaking:

In Support

Against

(The Chair will read this information into the record.)

Representing

League of Women Voters of Florida

Appearing at request of Chair:

Yes

No

Lobbyist registered with Legislature:

Yes

No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/19

Meeting Date

1342

Bill Number (if applicable)

Topic Early College / Dual Enrollment

Amendment Barcode (if applicable)

Name Wayne Bertsch (BIRCH)

Job Title Gov Relations

Address 7227 Land Lakes Blvd

Phone 850 251 1835

Street

Land Lakes

FL

34638

Email wbertsch@pasco.k12.fl.us

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Pasco County Schools

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: SB 1444

INTRODUCER: Senator Diaz

SUBJECT: Education

DATE: April 8, 2019

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Olenick</u>	<u>Sikes</u>	<u>ED</u>	Favorable
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Recommend: Favorable
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 1444 provides safeguards to help protect students by requiring the creation of a state disqualification list to be maintained by the Department of Education (department or DOE), which must include the following information:

- The name of any individual who has been placed on the list by the Education Practices Commission (EPC) pursuant to law, or whose educator certificate has been permanently revoked by the EPC.
- The name of any private school owners or operators who have been permanently disqualified from participation in a state scholarship program by the DOE.

In addition, the bill:

- Requires the DOE to provide authorized staff of school districts, charter schools, the Florida School for the Deaf and Blind, and private schools that accept state scholarship program students with electronic access to the DOE's disqualification list.
- Prohibits any individual on the disqualification list from earning an educator certificate or being employed in any position which requires direct contact with students in any public school, charter school, or private school that accepts state scholarship money.
- Provides the DOE and EPC with authority to place individuals on the disqualification list for certain purposes.
- Requires the DOE to immediately investigate, under certain circumstances, any legally sufficient complaint that involves the misconduct by an employee or contracted personnel in a public school, charter school or private school that receives state scholarship funds.

According to the department, the bill would increase the workload of the Office of Professional Practices Services, which currently competes with other offices for funding from the Certification Trust Fund. The fiscal impact of the bill is indeterminate at this time.

The bill takes effect July 1, 2019.

II. Present Situation:

Commissioner of Education Authority and Duties

The Commissioner of Education (commissioner) is responsible for giving full assistance to the State Board of Education (SBE) in enforcing compliance with the mission and goals of the K-20 education system, except for the State University System.¹ The commissioner is appointed by the SBE and serves as the Executive Director of the Department of Education (department or DOE). The DOE is required to provide:²

- Technical assistance to school districts, charter schools, the Florida School for the Deaf and the Blind (FSDB), and private schools that accept scholarship students in the development of policies, procedures and training related to employment practices and standards of ethical conduct for instructional personnel and administrators.
- Authorized staff of school districts, charter schools, FSDB, and private schools that accept scholarship students with access to electronic verification of information from the following employment screening tools:
 - The Professional Practices' Database of Disciplinary Actions Against Educators
 - The DOE's Teacher Certification Database
- Authorized staff with access to the data necessary for performing employment history checks of the instructional personnel and school administrators included in the databases.

Additionally, the commissioner may deny, suspend or revoke a private school's participation in a scholarship program if the commissioner determines that:³

- An owner or operator of the private school is operating or has operated an educational institution in this state or in another state or jurisdiction in a manner contrary to health, safety or welfare of the public, or
- The owner or operator has exhibited a previous pattern of failure to comply with the relevant law or specific requirements identified within respective scholarship program laws.

Charter Schools

Charter schools are nonsectarian, public schools that operate under a performance contract with a sponsor, called a charter.⁴ A guiding principle of charter schools is to meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.⁵

Employees of Charter Schools

A charter school is required to employ certified teachers. For any employee who has direct contact with students, a charter school must conduct an employment history check of each of the individual's previous employers and conduct the required screening through the use of the

¹ Section 1001.10(1), F.S.

² Section 1001.10(4) and (5), F.S.

³ Section 1002.421(3), F.S.

⁴ Section 1002.33(5)(a), (6)(h), (7) and (9)(a), F.S.

⁵ Section 1002.33(2)(a)1, F.S.

educator screening tools.⁶ Failure to comply with these requirements results in the termination of a charter.⁷

A charter school is required to employ or contract with employees who have undergone background screening. In addition, a charter school is required to disqualify any instructional personnel and school administrators from employment in any position that requires direct contact with students if the personnel are ineligible for such employment based on conviction of certain qualified offenses.⁸

Private Schools

A private school that chooses to participate in a state scholarship program must comply with the requirements specified in law, such as applicable state and local health, safety, and welfare laws, code, and rules; employing teachers who meet specified requirements; demonstrating fiscal soundness and accountability;⁹ and submitting a Scholarship Compliance Form.¹⁰

Teacher Qualifications

A private school that participates in a state scholarship program must employ or contract with teachers who:¹¹

- Hold baccalaureate or higher degrees,
- Have at least three years of experience in public or private schools, or
- Have special skills, knowledge, or expertise that qualifies them to provide instruction in subjects taught.

Before employing instructional personnel or school administrators in any position that requires direct contact with students, the employing private school must conduct employment history checks of each individual's previous employers and screen the individual through the use of the screening tool.¹²

In addition, each employee and contracted personnel with direct student contact, upon employment or engagement to provide services, is required to undergo a state and national background screening by electronically filing a complete set of fingerprints¹³ with the Florida Department of Law Enforcement.

⁶ The employment screening tools consist of the Professional Practices' Database of Disciplinary Actions Against Educators; and the Department of Education's Teacher Certification Database. Section 1001.10(5), F.S.

⁷ *Id.* at (12)(f) and (g)1.

⁸ Sections 1002.33 and 1012.315, F.S.

⁹ Section 1002.421, F.S.; *see also* ss. 1002.385, 1002.39, and 1002.395, F.S.

¹⁰ The Scholarship Compliance Form delineates private school reporting requirements specified pursuant to Section 1002.42, F.S., and statutory and regulatory requirements related to the areas of school location and contact information; school ownership; affiliation; financial solvency; school administration; school staffing; school program; student health, safety, and welfare; student records; school facility; and submission of the scholarship compliance form. Rule 6A-6.03315(4), F.A.C.

¹¹ Section 1002.421(2)(h), F.S.

¹² Section 1002.421(1)(o), F.S.

¹³ Section 1002.421(1)(m), F.S.

Continued employment of an employee or contracted personnel after notification that he or she has failed the background screening will cause a private school to be ineligible for participation in a scholarship program.¹⁴

Disqualification from Employment

A person is ineligible for an educator certification or employment in any position that requires direct contact with students in a district school system, charter school, or private school that accepts students who participate in a state scholarship program if the person has been convicted of certain qualified offenses.¹⁵

The Education Practices Commission

The Education Practices Commission (EPC) is a quasi-judicial body of peers, law enforcement and lay persons who interprets and applies the standards of professional practice established by the SBE.¹⁶

The EPC may:¹⁷

- Suspend the educator certificate of any instructional personnel or school administrator, for up to five years, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for that period of time, after which the person may return to teaching;
- Revoke the educator certificate of any person, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for up to 10 years, with reinstatement subject to law;
- Permanently revoke the educator certificate of any person thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students; or
- Suspend an educator's certificate, upon an order of the court or notice by the Department of Revenue relating to the payment of child support; or impose any other penalty provided by law.

The property, personnel, and appropriations related to the specified authority, powers, duties and responsibilities of the commission must be provided to the EPC by the DOE.¹⁸ However, the EPC, in the performance of its powers and duties, is not to be subject to control, supervision, or direction by the DOE.¹⁹

¹⁴ Section 1002.42(1)(m)3, F.S.

¹⁵ Section 1012.315, F.S.

¹⁶ Section 1012.79, F.S.

¹⁷ Section 1012.795(1), F.S.

¹⁸ Section 1012.79(6)(b), F.S.

¹⁹ Section 1012.79(6)(a), F.S.

Complaints against Teachers and Administrators

The DOE is tasked with investigating any legally sufficient complaint filed before it or otherwise called to its attention that contains grounds for the revocation or suspension of a certificate or any other appropriate penalty as set forth in law.²⁰

The department must immediately investigate any legally sufficient complaint that involves misconduct by any certificated personnel which affects the health, safety, or welfare of a student, giving the complaint priority over other pending complaints. The department must investigate, or continue to investigate, and take action on such a complaint filed against a person whose educator certificate has expired if the act or acts that are the basis for the complaint were allegedly committed while that person possessed an educator certificate.²¹

If allegations arise against an employee who possesses an educator certificate and is employed in an educator-certificated position in any public school, charter school or governing board thereof, or private school that accepts students who participate in a state scholarship program, the school must file in writing with the department a legally sufficient complaint within 30 days from the date the school had notice of the incident, regardless of whether the subject of the allegations is still an employee of the school.²²

III. Effect of Proposed Changes:

Commissioner of Education

The bill requires the DOE to maintain a state disqualification list which must include the following information:

- The name of any individual who has been placed on the list by the EPC pursuant to law, or whose educator certificate has been permanently revoked by the commission.
- The name of any private school owners or operators who have been permanently disqualified from participation in a state scholarship program by the DOE.

The bill provides that the Commissioner of Education (commissioner) may permanently deny or revoke the authority of an owner or operator to establish or operate a private school in this state if the commissioner decides that the owner or operator is operating or has operated an educational institution in this state or another state or jurisdiction in a manner contrary to the health, safety, or welfare of the public. The commissioner must include such individuals on the disqualification list maintained by the DOE.

In addition, the bill requires the DOE to provide authorized staff of school districts, charter schools, the FSDB, and private schools that accept scholarship students who participate in a state scholarship program with access to the DOE's disqualification list.

²⁰ Section 1012.796(1), F.S.

²¹ *Id.*

²² Section 1012.796(1)(e), F.S.

These changes may help provide more safeguards to better protect students from teachers or administrators who have been disqualified from their profession because of criminal and unethical conduct.

Charter Schools

Employees of Charter Schools

The bill specifies that an individual may not be an employee or contract personnel of a charter school, or serve as a member of a charter school governing board, if the individual is on the disqualification list maintained by the DOE.

Private Schools

Teacher Qualifications

The bill requires any private school who participates in a state educational scholarship program to deny employment to any individual whose educator certificate is revoked, who is barred from reapplication, or who is on the disqualification list maintained by the department.

Disqualification from Employment

The bill provides that a person on the disqualification list maintained by the DOE is ineligible for educator certification or employment in any position that requires direct contact with students in a district school system, charter school, or private school that accepts students who participate in a state scholarship program.

Educator Practices Commission

The bill provides that the EPC may place an employee or contracted personnel of any public school, charter school, charter school governing board, or private school that accepts students who participate in a state scholarship program on the disqualification list maintained by the DOE if such conduct would otherwise result in permanent revocation of a certificate.

Complaints against Teachers and Administrators

The bill requires the DOE to immediately investigate any legally sufficient complaint that involves the misconduct by an employee or contracted personnel of any public school, charter school, charter school governing board, or private school that accepts students who participate in a state scholarship program which affects the health, safety or welfare of a student and would otherwise result in the permanent revocation of a certificate. The DOE is required to give the complaint priority over other pending complaints.

In addition, the bill provides that the EPC may place an individual who is not a certificate holder on the disqualification list maintained by the DOE if the conduct would meet the standard for permanent revocation of a certificate.

The bill takes effect July 1, 2019.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

According to the Department of Education, the added obligation to investigate all district staff, all charter school staff, and all staff at private schools that receive state scholarship funds, would substantially increase the workload of the Office of Professional Practices Services. However, the fiscal impact is indeterminate at this time.²³

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

²³ Email, *Florida Department of Education* (March 15, 2019).

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.10, 1002.33, 1002.421, 1012.315, 1012.795, and 1012.796.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Diaz

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1 A bill to be entitled
 2 An act relating to education; amending s. 1001.10,
 3 F.S.; requiring the Department of Education to
 4 maintain a disqualification list; providing
 5 requirements for the disqualification list; requiring
 6 the department to provide certain staff with access to
 7 information from such disqualification list; amending
 8 s. 1002.33, F.S.; prohibiting individuals who are on
 9 the disqualification list from being employed or
 10 contracted by a charter school or serving as a member
 11 of a charter school governing board; amending s.
 12 1002.421, F.S.; revising requirements for private
 13 schools relating to employment; authorizing the
 14 Commissioner of Education to deny or revoke the
 15 authority of an owner or operator of a private school
 16 to establish or operate a private school under
 17 specified conditions; requiring the commissioner to
 18 include such individuals on the disqualification list;
 19 amending s. 1012.315, F.S.; expanding ineligibility
 20 for educator certification or employment to persons
 21 who are on the disqualification list; amending s.
 22 1012.795, F.S.; expanding the authority of the
 23 Education Practices Commission to discipline
 24 instructional personnel and school administrators;
 25 amending s. 1012.796, F.S.; requiring the department
 26 to investigate certain complaints involving misconduct
 27 by employees or contracted personnel of specified
 28 entities; expanding penalties that may be imposed by
 29 the commission; prohibiting individuals on the

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30 disqualification list from serving or applying to
 31 serve as an employee or contract personnel at any
 32 public school or private school; providing criminal
 33 penalties; providing an effective date.
 34

35 Be It Enacted by the Legislature of the State of Florida:

36
 37 Section 1. Subsections (4) and (5) of section 1001.10,
 38 Florida Statutes, are amended to read:

39 1001.10 Commissioner of Education; general powers and
 40 duties.—

41 (4) The Department of Education shall:

42 (a) Provide technical assistance to school districts,
 43 charter schools, the Florida School for the Deaf and the Blind,
 44 and private schools that accept scholarship students who
 45 participate in a state scholarship program under chapter 1002 in
 46 the development of policies, procedures, and training related to
 47 employment practices and standards of ethical conduct for
 48 instructional personnel and school administrators, as defined in
 49 s. 1012.01.

50 (b) Maintain a state disqualification list, which must
 51 include the following information:

52 1. The name of any individual who has been placed on the
 53 list by the Education Practices Commission pursuant to s.
 54 1012.796(7), or whose educator certificate has been permanently
 55 revoked by the commission pursuant to s. 1012.796; and

56 2. The names of individuals who have been permanently
 57 disqualified from participation in a scholarship program by the
 58 department pursuant to s. 1002.421.

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59 (5) The Department of Education shall provide authorized
60 staff of school districts, charter schools, the Florida School
61 for the Deaf and the Blind, and private schools that accept
62 scholarship students who participate in a state scholarship
63 program under chapter 1002 with access to electronic
64 verification of information from the following employment
65 screening tools:

66 (a) The Professional Practices' Database of Disciplinary
67 Actions Against Educators; ~~and~~

68 (b) The Department of Education's Teacher Certification
69 Database; and

70 (c) The Department of Education's disqualification list
71 maintained pursuant to paragraph (4) (b).

72
73 This subsection does not require the department to provide these
74 staff with unlimited access to the databases. However, the
75 department shall provide the staff with access to the data
76 necessary for performing employment history checks of the
77 instructional personnel and school administrators included in
78 the databases.

79 Section 2. Paragraph (g) of subsection (12) of section
80 1002.33, Florida Statutes, is amended to read:

81 1002.33 Charter schools.—

82 (12) EMPLOYEES OF CHARTER SCHOOLS.—

83 (g)1. A charter school shall employ or contract with
84 employees who have undergone background screening as provided in
85 s. 1012.32. Members of the governing board of the charter school
86 shall also undergo background screening in a manner similar to
87 that provided in s. 1012.32. An individual may not be employed

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88 as an employee or contract personnel of a charter school, or
89 serve as a member of a charter school governing board, if the
90 individual is on the disqualification list maintained by the
91 department pursuant to s. 1001.10(4) (b).

92 2. A charter school shall disqualify instructional
93 personnel and school administrators, as defined in s. 1012.01,
94 from employment in any position that requires direct contact
95 with students if the personnel or administrators are ineligible
96 for such employment under s. 1012.315.

97 3. The governing board of a charter school shall adopt
98 policies establishing standards of ethical conduct for
99 instructional personnel and school administrators. The policies
100 must require all instructional personnel and school
101 administrators, as defined in s. 1012.01, to complete training
102 on the standards; establish the duty of instructional personnel
103 and school administrators to report, and procedures for
104 reporting, alleged misconduct by other instructional personnel
105 and school administrators which affects the health, safety, or
106 welfare of a student; and include an explanation of the
107 liability protections provided under ss. 39.203 and 768.095. A
108 charter school, or any of its employees, may not enter into a
109 confidentiality agreement regarding terminated or dismissed
110 instructional personnel or school administrators, or personnel
111 or administrators who resign in lieu of termination, based in
112 whole or in part on misconduct that affects the health, safety,
113 or welfare of a student, and may not provide instructional
114 personnel or school administrators with employment references or
115 discuss the personnel's or administrators' performance with
116 prospective employers in another educational setting, without

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117 disclosing the personnel's or administrators' misconduct. Any
 118 part of an agreement or contract that has the purpose or effect
 119 of concealing misconduct by instructional personnel or school
 120 administrators which affects the health, safety, or welfare of a
 121 student is void, is contrary to public policy, and may not be
 122 enforced.

123 4. Before employing instructional personnel or school
 124 administrators in any position that requires direct contact with
 125 students, a charter school shall conduct employment history
 126 checks of each of the personnel's or administrators' previous
 127 employers, screen the instructional personnel or school
 128 administrators through use of the educator screening tools
 129 described in s. 1001.10(5), and document the findings. If unable
 130 to contact a previous employer, the charter school must document
 131 efforts to contact the employer.

132 5. The sponsor of a charter school that knowingly fails to
 133 comply with this paragraph shall terminate the charter under
 134 subsection (8).

135 Section 3. Paragraph (o) of subsection (1) and subsection
 136 (3) of section 1002.421, Florida Statutes, are amended to read:

137 1002.421 State school choice scholarship program
 138 accountability and oversight.—

139 (1) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.—A private
 140 school participating in an educational scholarship program
 141 established pursuant to this chapter must be a private school as
 142 defined in s. 1002.01(2) in this state, be registered, and be in
 143 compliance with all requirements of this section in addition to
 144 private school requirements outlined in s. 1002.42, specific
 145 requirements identified within respective scholarship program

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146 laws, and other provisions of Florida law that apply to private
 147 schools, and must:

148 (o) Before employing an individual ~~instructional personnel~~
 149 ~~or school administrators~~ in any position that requires direct
 150 contact with students, conduct employment history checks of ~~each~~
 151 ~~of the personnel's or administrators'~~ previous employers, screen
 152 the individual personnel or administrators through use of the
 153 ~~educator~~ screening tools described in s. 1001.10(5), and
 154 document the findings. If unable to contact a previous employer,
 155 the private school must document efforts to contact the
 156 employer. The school must deny employment to any individual
 157 whose educator certificate is revoked, who is barred from
 158 reapplication, or who is on the disqualification list maintained
 159 by the department pursuant to s. 1001.10(4)(b).

160
 161 The department shall suspend the payment of funds to a private
 162 school that knowingly fails to comply with this subsection, and
 163 shall prohibit the school from enrolling new scholarship
 164 students, for 1 fiscal year and until the school complies. If a
 165 private school fails to meet the requirements of this subsection
 166 or has consecutive years of material exceptions listed in the
 167 report required under paragraph (q), the commissioner may
 168 determine that the private school is ineligible to participate
 169 in a scholarship program.

170 (3) COMMISSIONER OF EDUCATION AUTHORITY AND OBLIGATIONS.—
 171 The Commissioner of Education:

172 (a) Shall deny, suspend, or revoke a private school's
 173 participation in a scholarship program if it is determined that
 174 the private school has failed to comply with this section or

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175 exhibits a previous pattern of failure to comply. However, if
 176 the noncompliance is correctable within a reasonable amount of
 177 time, not to exceed 45 days, and if the health, safety, or
 178 welfare of the students is not threatened, the commissioner may
 179 issue a notice of noncompliance which provides the private
 180 school with a timeframe within which to provide evidence of
 181 compliance before taking action to suspend or revoke the private
 182 school's participation in the scholarship program.

183 (b) May deny, suspend, or revoke a private school's
 184 participation in a scholarship program if the commissioner
 185 determines that an owner or operator of the private school is
 186 operating or has operated an educational institution in this
 187 state or in another state or jurisdiction in a manner contrary
 188 to the health, safety, or welfare of the public or if the owner
 189 or operator has exhibited a previous pattern of failure to
 190 comply with this section or specific requirements identified
 191 within respective scholarship program laws. For purposes of this
 192 subsection, the term "owner or operator" has the same meaning as
 193 provided in paragraph (1)(p).

194 (c) May permanently deny or revoke the authority of an
 195 owner or operator to establish or operate a private school in
 196 this state if the commissioner decides that the owner or
 197 operator is operating or has operated an educational institution
 198 in this state or another state or jurisdiction in a manner
 199 contrary to the health, safety, or welfare of the public, and
 200 shall include such individuals on the disqualification list
 201 maintained by the department pursuant to s. 1001.10(4)(b).

202 (d)(e)1. In making such a determination, may consider
 203 factors that include, but are not limited to, acts or omissions

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204 by an owner or operator which led to a previous denial,
 205 suspension, or revocation of participation in a state or federal
 206 education scholarship program; an owner's or operator's failure
 207 to reimburse the department or scholarship-funding organization
 208 for scholarship funds improperly received or retained by a
 209 school; the imposition of a prior criminal sanction related to
 210 an owner's or operator's management or operation of an
 211 educational institution; the imposition of a civil fine or
 212 administrative fine, license revocation or suspension, or
 213 program eligibility suspension, termination, or revocation
 214 related to an owner's or operator's management or operation of
 215 an educational institution; or other types of criminal
 216 proceedings in which an owner or operator was found guilty of,
 217 regardless of adjudication, or entered a plea of nolo contendere
 218 or guilty to, any offense involving fraud, deceit, dishonesty,
 219 or moral turpitude.

220 2. The commissioner's determination is subject to the
 221 following:

222 a. If the commissioner intends to deny, suspend, or revoke
 223 a private school's participation in the scholarship program, the
 224 department shall notify the private school of such proposed
 225 action in writing by certified mail and regular mail to the
 226 private school's address of record with the department. The
 227 notification shall include the reasons for the proposed action
 228 and notice of the timelines and procedures set forth in this
 229 paragraph.

230 b. The private school that is adversely affected by the
 231 proposed action shall have 15 days after receipt of the notice
 232 of proposed action to file with the department's agency clerk a

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233 request for a proceeding pursuant to ss. 120.569 and 120.57. If
 234 the private school is entitled to a hearing under s. 120.57(1),
 235 the department shall forward the request to the Division of
 236 Administrative Hearings.

237 c. Upon receipt of a request referred pursuant to this
 238 subparagraph, the director of the Division of Administrative
 239 Hearings shall expedite the hearing and assign an administrative
 240 law judge who shall commence a hearing within 30 days after the
 241 receipt of the formal written request by the division and enter
 242 a recommended order within 30 days after the hearing or within
 243 30 days after receipt of the hearing transcript, whichever is
 244 later. Each party shall be allowed 10 days in which to submit
 245 written exceptions to the recommended order. A final order shall
 246 be entered by the agency within 30 days after the entry of a
 247 recommended order. The provisions of this sub-subparagraph may
 248 be waived upon stipulation by all parties.

249 (e) ~~(d)~~ May immediately suspend payment of scholarship funds
 250 if it is determined that there is probable cause to believe that
 251 there is:

- 252 1. An imminent threat to the health, safety, or welfare of
 253 the students;
- 254 2. A previous pattern of failure to comply with this
 255 section; or
- 256 3. Fraudulent activity on the part of the private school.
 257 Notwithstanding s. 1002.22, in incidents of alleged fraudulent
 258 activity pursuant to this section, the department's Office of
 259 Inspector General is authorized to release personally
 260 identifiable records or reports of students to the following
 261 persons or organizations:

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262 a. A court of competent jurisdiction in compliance with an
 263 order of that court or the attorney of record in accordance with
 264 a lawfully issued subpoena, consistent with the Family
 265 Educational Rights and Privacy Act, 20 U.S.C. s. 1232g.

266 b. A person or entity authorized by a court of competent
 267 jurisdiction in compliance with an order of that court or the
 268 attorney of record pursuant to a lawfully issued subpoena,
 269 consistent with the Family Educational Rights and Privacy Act,
 270 20 U.S.C. s. 1232g.

271 c. Any person, entity, or authority issuing a subpoena for
 272 law enforcement purposes when the court or other issuing agency
 273 has ordered that the existence or the contents of the subpoena
 274 or the information furnished in response to the subpoena not be
 275 disclosed, consistent with the Family Educational Rights and
 276 Privacy Act, 20 U.S.C. s. 1232g, and 34 C.F.R. s. 99.31.

277

278 The commissioner's order suspending payment pursuant to this
 279 paragraph may be appealed pursuant to the same procedures and
 280 timelines as the notice of proposed action set forth in
 281 subparagraph (d)2. ~~subparagraph (e)2.~~

282 Section 4. Section 1012.315, Florida Statutes, is amended
 283 to read:

284 1012.315 Disqualification from employment.—A person is
 285 ineligible for educator certification or employment in any
 286 position that requires direct contact with students in a
 287 district school system, charter school, or private school that
 288 accepts scholarship students who participate in a state
 289 scholarship program under chapter 1002 if the person is on the
 290 disqualification list maintained by the department pursuant to

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291 s. 1001.10(4)(b) or has been convicted of:

292 (1) Any felony offense prohibited under any of the
293 following statutes:

294 (a) Section 393.135, relating to sexual misconduct with
295 certain developmentally disabled clients and reporting of such
296 sexual misconduct.

297 (b) Section 394.4593, relating to sexual misconduct with
298 certain mental health patients and reporting of such sexual
299 misconduct.

300 (c) Section 415.111, relating to adult abuse, neglect, or
301 exploitation of aged persons or disabled adults.

302 (d) Section 782.04, relating to murder.

303 (e) Section 782.07, relating to manslaughter, aggravated
304 manslaughter of an elderly person or disabled adult, aggravated
305 manslaughter of a child, or aggravated manslaughter of an
306 officer, a firefighter, an emergency medical technician, or a
307 paramedic.

308 (f) Section 784.021, relating to aggravated assault.

309 (g) Section 784.045, relating to aggravated battery.

310 (h) Section 784.075, relating to battery on a detention or
311 commitment facility staff member or a juvenile probation
312 officer.

313 (i) Section 787.01, relating to kidnapping.

314 (j) Section 787.02, relating to false imprisonment.

315 (k) Section 787.025, relating to luring or enticing a
316 child.

317 (l) Section 787.04(2), relating to leading, taking,
318 enticing, or removing a minor beyond the state limits, or
319 concealing the location of a minor, with criminal intent pending

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320 custody proceedings.

321 (m) Section 787.04(3), relating to leading, taking,
322 enticing, or removing a minor beyond the state limits, or
323 concealing the location of a minor, with criminal intent pending
324 dependency proceedings or proceedings concerning alleged abuse
325 or neglect of a minor.

326 (n) Section 790.115(1), relating to exhibiting firearms or
327 weapons at a school-sponsored event, on school property, or
328 within 1,000 feet of a school.

329 (o) Section 790.115(2)(b), relating to possessing an
330 electric weapon or device, destructive device, or other weapon
331 at a school-sponsored event or on school property.

332 (p) Section 794.011, relating to sexual battery.

333 (q) Former s. 794.041, relating to sexual activity with or
334 solicitation of a child by a person in familial or custodial
335 authority.

336 (r) Section 794.05, relating to unlawful sexual activity
337 with certain minors.

338 (s) Section 794.08, relating to female genital mutilation.

339 (t) Chapter 796, relating to prostitution.

340 (u) Chapter 800, relating to lewdness and indecent
341 exposure.

342 (v) Section 800.101, relating to offenses against students
343 by authority figures.

344 (w) Section 806.01, relating to arson.

345 (x) Section 810.14, relating to voyeurism.

346 (y) Section 810.145, relating to video voyeurism.

347 (z) Section 812.014(6), relating to coordinating the
348 commission of theft in excess of \$3,000.

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349 (aa) Section 812.0145, relating to theft from persons 65
 350 years of age or older.

351 (bb) Section 812.019, relating to dealing in stolen
 352 property.

353 (cc) Section 812.13, relating to robbery.

354 (dd) Section 812.131, relating to robbery by sudden
 355 snatching.

356 (ee) Section 812.133, relating to carjacking.

357 (ff) Section 812.135, relating to home-invasion robbery.

358 (gg) Section 817.563, relating to fraudulent sale of
 359 controlled substances.

360 (hh) Section 825.102, relating to abuse, aggravated abuse,
 361 or neglect of an elderly person or disabled adult.

362 (ii) Section 825.103, relating to exploitation of an
 363 elderly person or disabled adult.

364 (jj) Section 825.1025, relating to lewd or lascivious
 365 offenses committed upon or in the presence of an elderly person
 366 or disabled person.

367 (kk) Section 826.04, relating to incest.

368 (ll) Section 827.03, relating to child abuse, aggravated
 369 child abuse, or neglect of a child.

370 (mm) Section 827.04, relating to contributing to the
 371 delinquency or dependency of a child.

372 (nn) Section 827.071, relating to sexual performance by a
 373 child.

374 (oo) Section 843.01, relating to resisting arrest with
 375 violence.

376 (pp) Chapter 847, relating to obscenity.

377 (qq) Section 874.05, relating to causing, encouraging,

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378 soliciting, or recruiting another to join a criminal street
 379 gang.

380 (rr) Chapter 893, relating to drug abuse prevention and
 381 control, if the offense was a felony of the second degree or
 382 greater severity.

383 (ss) Section 916.1075, relating to sexual misconduct with
 384 certain forensic clients and reporting of such sexual
 385 misconduct.

386 (tt) Section 944.47, relating to introduction, removal, or
 387 possession of contraband at a correctional facility.

388 (uu) Section 985.701, relating to sexual misconduct in
 389 juvenile justice programs.

390 (vv) Section 985.711, relating to introduction, removal, or
 391 possession of contraband at a juvenile detention facility or
 392 commitment program.

393 (2) Any misdemeanor offense prohibited under any of the
 394 following statutes:

395 (a) Section 784.03, relating to battery, if the victim of
 396 the offense was a minor.

397 (b) Section 787.025, relating to luring or enticing a
 398 child.

399 (3) Any criminal act committed in another state or under
 400 federal law which, if committed in this state, constitutes an
 401 offense prohibited under any statute listed in subsection (1) or
 402 subsection (2).

403 (4) Any delinquent act committed in this state or any
 404 delinquent or criminal act committed in another state or under
 405 federal law which, if committed in this state, qualifies an
 406 individual for inclusion on the Registered Juvenile Sex Offender

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407 List under s. 943.0435(1)(h)1.d.

408 Section 5. Subsection (1) of section 1012.795, Florida
409 Statutes, is amended to read:

410 1012.795 Education Practices Commission; authority to
411 discipline.—

412 (1) The Education Practices Commission may suspend the
413 educator certificate of any instructional personnel or school
414 administrator, as defined in s. 1012.01(2) or (3), for up to 5
415 years, thereby denying that person the right to teach or
416 otherwise be employed by a district school board or public
417 school in any capacity requiring direct contact with students
418 for that period of time, after which the person may return to
419 teaching as provided in subsection (4); may revoke the educator
420 certificate of any person, thereby denying that person the right
421 to teach or otherwise be employed by a district school board or
422 public school in any capacity requiring direct contact with
423 students for up to 10 years, with reinstatement subject to
424 subsection (4); may permanently revoke the educator certificate
425 of any person thereby denying that person the right to teach or
426 otherwise be employed by a district school board or public
427 school in any capacity requiring direct contact with students;
428 may suspend a person's educator certificate, upon an order of
429 the court or notice by the Department of Revenue relating to the
430 payment of child support; may place an employee or contracted
431 personnel of any public school, charter school, charter school
432 governing board, or private school that accepts scholarship
433 students who participate in a state scholarship program under
434 chapter 1002 on the disqualification list maintained by the
435 department pursuant to s. 1001.10(4)(b) if such conduct would

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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436 otherwise result in the permanent revocation of a certificate;
437 or may impose any other penalty provided by law, if the person:

438 (a) Obtained or attempted to obtain an educator certificate
439 by fraudulent means.

440 (b) Knowingly failed to report actual or suspected child
441 abuse as required in s. 1006.061 or report alleged misconduct by
442 instructional personnel or school administrators which affects
443 the health, safety, or welfare of a student as required in s.
444 1012.796.

445 (c) Has proved to be incompetent to teach or to perform
446 duties as an employee of the public school system or to teach in
447 or to operate a private school.

448 (d) Has been guilty of gross immorality or an act involving
449 moral turpitude as defined by rule of the State Board of
450 Education, including engaging in or soliciting sexual, romantic,
451 or lewd conduct with a student or minor.

452 (e) Has had an educator certificate or other professional
453 license sanctioned by this or any other state or has had the
454 authority to practice the regulated profession revoked,
455 suspended, or otherwise acted against, including a denial of
456 certification or licensure, by the licensing or certifying
457 authority of any jurisdiction, including its agencies and
458 subdivisions. The licensing or certifying authority's acceptance
459 of a relinquishment, stipulation, consent order, or other
460 settlement offered in response to or in anticipation of the
461 filing of charges against the licensee or certificateholder
462 shall be construed as action against the license or certificate.
463 For purposes of this section, a sanction or action against a
464 professional license, a certificate, or an authority to practice

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465 a regulated profession must relate to being an educator or the
 466 fitness of or ability to be an educator.

467 (f) Has been convicted or found guilty of, has had
 468 adjudication withheld for, or has pled guilty or nolo contendere
 469 to a misdemeanor, felony, or any other criminal charge, other
 470 than a minor traffic violation.

471 (g) Upon investigation, has been found guilty of personal
 472 conduct that seriously reduces that person's effectiveness as an
 473 employee of the district school board.

474 (h) Has breached a contract, as provided in s. 1012.33(2)
 475 or s. 1012.335.

476 (i) Has been the subject of a court order or notice by the
 477 Department of Revenue pursuant to s. 409.2598 directing the
 478 Education Practices Commission to suspend the certificate as a
 479 result of noncompliance with a child support order, a subpoena,
 480 an order to show cause, or a written agreement with the
 481 Department of Revenue.

482 (j) Has violated the Principles of Professional Conduct for
 483 the Education Profession prescribed by State Board of Education
 484 rules.

485 (k) Has otherwise violated the provisions of law, the
 486 penalty for which is the revocation of the educator certificate.

487 (l) Has violated any order of the Education Practices
 488 Commission.

489 (m) Has been the subject of a court order or plea agreement
 490 in any jurisdiction which requires the certificateholder to
 491 surrender or otherwise relinquish his or her educator's
 492 certificate. A surrender or relinquishment shall be for
 493 permanent revocation of the certificate. A person may not

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494 surrender or otherwise relinquish his or her certificate prior
 495 to a finding of probable cause by the commissioner as provided
 496 in s. 1012.796.

497 (n) Has been disqualified from educator certification under
 498 s. 1012.315.

499 (o) Has committed a third recruiting offense as determined
 500 by the Florida High School Athletic Association (FHSAA) pursuant
 501 to s. 1006.20(2)(b).

502 (p) Has violated test security as provided in s. 1008.24.

503 Section 6. Paragraph (g) of subsection (1), paragraph (i)
 504 of subsection (7), and paragraph (10) are added to section
 505 1012.796, Florida Statutes, to read:

506 1012.796 Complaints against teachers and administrators;
 507 procedure; penalties.-

508 (1)

509 (g) The department shall immediately investigate any
 510 legally sufficient complaint that involves misconduct by an
 511 employee or contracted personnel of any public school, charter
 512 school, charter school governing board, or private school that
 513 accepts scholarship students who participate in a state
 514 scholarship program under chapter 1002 which affects the health,
 515 safety, or welfare of a student and would otherwise result in
 516 the permanent revocation of a certificate, giving the complaint
 517 priority over other pending complaints.

518 (7) A panel of the commission shall enter a final order
 519 either dismissing the complaint or imposing one or more of the
 520 following penalties:

521 (i) Place an individual who is not a certificateholder on
 522 the disqualification list maintained by the department pursuant

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523 to s. 1001.10(4)(b) if the conduct would meet the standard for
524 permanent revocation of a certificate.

525
526 The penalties imposed under this subsection are in addition to,
527 and not in lieu of, the penalties required for a third
528 recruiting offense pursuant to s. 1006.20(2)(b).

529 (10) An individual on the disqualification list maintained
530 by the department pursuant to s. 1001.10(4)(b) may not serve or
531 apply to serve as an employee or contracted personnel at any
532 public school or private school in this state. An individual who
533 violates this provision commits a felony of the third degree,
534 punishable as provided in s. 775.082 or s. 775.083.

535 Section 7. This act shall take effect July 1, 2019.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

1444

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Bethany Swonson

Job Title Leg. Affairs Director

Address 325 W Gaines St.

Phone 850-621-2556

Street

Tallahassee

FL

32303

Email bethany.swonson@fldoe.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Department of Education

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

9 April 19

Meeting Date

1444

Bill Number (if applicable)

Topic Education Employees

Amendment Barcode (if applicable)

Name James Mosteller

Job Title Advocacy Associate

Address 215 S. Monroe Street

Phone 850-727-3712

Street

Tallahassee

FL

32301

Email JamesM@excelined.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Foundation for Florida's Future

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

SB1444

Bill Number (if applicable)

Topic Educative

Amendment Barcode (if applicable)

Name Khánh-Lien ("Con Lynn") Banks

Job Title Resolutions Chair

Address 1747 Orlando Central Parkway

Phone 407-855-7604

Street

Orlando

City

FL

State

32809

Zip

Email resolutions@floridapta.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida PTA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4-9-19

Meeting Date

1444

Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Dr. Sally Butzin

Job Title Volunteer

Address 1628 Woodgate Way

Phone 850-728-1097

Tallahassee FL 32308

City State Zip

Email Sally.butzin@gmail.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing League of Women Voters of Florida

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: SB 1456

INTRODUCER: Senator Perry

SUBJECT: Office of Early Learning

DATE: April 8, 2019

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Brick</u>	<u>Sikes</u>	<u>ED</u>	Favorable
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Recommend: Favorable
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 1456 establishes professional development standards and career pathways for early childhood teachers and school readiness program providers. The bill requires the Office of Early Learning to:

- Identify early learning career pathways for early childhood teachers;
- Develop professional development training and course standards for school readiness program providers; and
- Integrate early learning professional development pathways into existing preservice and inservice training requirements.

The bill has no additional impact on state funds, as OEL can carry out the requirements of the bill within their current appropriation. The bill requires that OEL expand the existing career pathway framework to clearly identify both informal and formal pathways that include stackable credentials.

The bill takes effect July 1, 2019.

II. Present Situation:

Office of Early Learning Programs

The Office of Early Learning (OEL) partners with 30 local early learning coalitions to deliver comprehensive early learning services statewide.¹ OEL oversees three programs—the school readiness program, the Voluntary Prekindergarten Education Program (VPK), and child care resource and referral services.²

¹ Office of Early Learning, *OEL Summary*, <http://www.floridaearlylearning.com/about-us/early-learning-overview> (last visited Mar. 20, 2019).

² *Id.*

Established in 1999,³ the school readiness program provides subsidies for child care services and early childhood education for children of low-income families, children in protective services who are at risk of abuse, neglect, or abandonment, and children with disabilities.⁴ The school readiness program offers financial assistance for child care to support working families and children to develop skills for success in school and provides developmental screening and referrals to health and education specialists where needed.

The school readiness program is a state-federal partnership between the OEL⁵ and the Office of Child Care of the United States Department of Health and Human Services.⁶ Early learning coalitions (ELCs) administer the school readiness program at the county or regional level.⁷ The OEL administers the program at the state level, including statewide coordination of the ELCs.⁸ In 2017-2018, 201,608 children received school readiness services from 7,676 providers.⁹

Office of Early Learning Training Modules

OEL establishes preservice and inservice training requirements that address, at a minimum, school readiness child development standards, health and safety requirements, and social-emotional behavior intervention models, which may include positive behavior intervention and support models.¹⁰ OEL's School Readiness Professional Development Initiative offers the following training modules:¹¹

- Florida Early Learning and Developmental Standards.
- Florida Core Competencies for Early Care and Education Practitioners.
- Florida Core Competencies for After School Practitioners.
- Florida Core Competencies for Early Care and Education Directors.
- Florida Core Competencies for Early Care and Education Technical Assistance Specialists.
- Outcomes-Driven Training.
- The Pyramid Model for Positive Behavioral Support.

³ Ch. 99-357, s. 1 Laws of Fla.

⁴ Section 1002.87, F.S.

⁵ In 2013, the Legislature established the Office of Early Learning in the Office of Independent Education and Parental Choice within the Department of Education. The office is administered by an executive director and is fully accountable to the Commissioner of Education but independently exercises all powers, duties, and functions prescribed by law, as well as adopt rules for the establishment and operation of the school readiness program and the VPK Program. Ch. 2013-252, s. 1, L.O.F.; and s. 1001.213, F.S.

⁶ See U.S. Department of Health and Human Services, *Child Care and Development Fund Fact Sheet*, <http://www.acf.hhs.gov/programs/occ/fact-sheet-occ> (last visited Mar. 22, 2019).

⁷ Section 1002.83, F.S.

⁸ Section 1001.213(3), F.S.

⁹ Office of Early Learning, School Readiness, <http://www.floridaearlylearning.com/school-readiness> (visited April 4, 2019)

¹⁰ Section 1002.82(2)(v), F.S.

¹¹ Office of Early Learning, *Professional Development and Training Resources*, <http://www.floridaearlylearning.com/providers/professional-development/professional-development-training-resources> (last visited Mar. 21, 2019).

OEL has established a recommended career pathway framework with certifications that require different levels of foundational training up to a Bachelor's degree or higher.¹² An educator can apply for tuition assistance for professional development through Florida Teacher Education and Compensation Helps (T.E.A.C.H.). T.E.A.C.H. is a partnership between OEL and the Children's Forum that offers scholarships for early childhood education providers to take classes that apply toward various levels of credentials and certification.¹³ According to the T.E.A.C.H. annual report, 3,516 educators participated in more than 60 different training programs.¹⁴

Early Learning Florida, developed in partnership between OEL and the Lastinger Center at the University of Florida, is a statewide professional learning system designed to support the development of early childhood professionals' knowledge and skills in effectively educating and caring for young children.¹⁵ Since 2015, Early Learning Florida has delivered over 400,000 hours of online and blended training to more than 30,000 early childhood practitioners in Florida, at no cost to educators.¹⁶ All Early Learning Florida courses and trainings provide teachers with Continuing Education Units that articulate to national and state credentials.¹⁷

III. Effect of Proposed Changes:

OEL must identify both formal and informal early learning career pathways with stackable credentials and certifications to provide early childhood teachers access to specialized professional development that:

- Strengthens knowledge and teaching practices;
- Aligns to established professional standards and core competencies;
- Provides a progression of attainable, competency-based stackable credentials and certifications; and
- Improves outcomes for children to increase kindergarten readiness and early grade success.

To the greatest extent possible, the established credentials and certifications must align with reading instruction training developed by the Just Read, Florida! Office and the Lastinger Center at the University of Florida for K-12 teachers, reading coaches, and school principals.¹⁸

In addition, the bill requires OEL to integrate early learning professional development pathways into existing preservice and inservice training requirements.

The bill requires OEL to adopt rules to administer the above requirements.

¹² Office of Early Learning, *Florida Early Care and Education Career Pathway*, available at http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/Career%20Pathway%20Revised_ADA.pdf.

¹³ Office of Early Learning, *Office of Early Learning Annual Report 2017-2018*, at 32 (2018) available at http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2017-2018%20Annual%20Report_ADA.pdf.

¹⁴ *Id.*; and T.E.A.C.H., *T.E.A.C.H. Annual Report for 2017-2018*, (2018) available at <http://teach-fl.org/index.php/wpdm-package/t-e-a-c-h-annual-report-for-2017-2018/?wpdmdl=1116>.

¹⁵ Early Learning Florida, *Who We Are*, <https://www.earlylearningflorida.com/about> (last visited Mar. 21, 2019).

¹⁶ The Lastinger Center at the University of Florida, *Early Learning Florida*, <https://lastinger.center.ufl.edu/early-learning/early-learning-florida/> (last visited Mar. 21, 2019).

¹⁷ *Id.*

¹⁸ Section 1001.215(3), F.S.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill has no additional impact on state funds, as OEL can carry out the requirements of the bill within their current appropriation.¹⁹ The bill requires that OEL expand the existing career pathway framework to clearly identify both informal and formal pathways that include stackable credentials.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

¹⁹ Email from Bethany Swanson, Director of Legislative Affairs, Department of Education, April 4, 2019 (on file with the staff of the Appropriations Subcommittee on Education).

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1002.82 and 1002.995.

IX. Additional Information:

A. **Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. **Amendments:**

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Perry

8-01224B-19

20191456__

1 A bill to be entitled
 2 An act relating to the Office of Early Learning;
 3 amending s. 1002.82, F.S.; requiring certain
 4 preservice and inservice training requirements
 5 established by the Office of Early Learning to include
 6 specified professional development pathways; creating
 7 s. 1002.995, F.S.; requiring the office to develop
 8 certain training and course standards for school
 9 readiness program providers; requiring the office to
 10 identify certain formal and informal career pathways,
 11 stackable credentials, and certifications that meet
 12 specified criteria for such providers; requiring such
 13 credentials and certifications to align with a
 14 specified training when possible; providing for
 15 rulemaking; providing an effective date.
 16
 17 Be It Enacted by the Legislature of the State of Florida:
 18
 19 Section 1. Paragraph (v) of subsection (2) of section
 20 1002.82, Florida Statutes, is amended to read:
 21 1002.82 Office of Early Learning; powers and duties.—
 22 (2) The office shall:
 23 (v) Establish preservice and inservice training
 24 requirements that address, at a minimum, school readiness child
 25 development standards, health and safety requirements, and
 26 social-emotional behavior intervention models, which may include
 27 positive behavior intervention and support models, including the
 28 integration of early learning professional development pathways
 29 established in s. 1002.995.

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30 Section 2. Section 1002.995, Florida Statutes, is created
 31 to read:
 32 1002.995 Early learning professional development standards
 33 and career pathways.—
 34 (1) The office shall:
 35 (a) Develop early learning professional development
 36 training and course standards to be utilized for school
 37 readiness program providers.
 38 (b) Identify both formal and informal early learning career
 39 pathways with stackable credentials and certifications that
 40 allow early childhood teachers to access specialized
 41 professional development that:
 42 1. Strengthens knowledge and teaching practices.
 43 2. Aligns to established professional standards and core
 44 competencies.
 45 3. Provides a progression of attainable, competency-based
 46 stackable credentials and certifications.
 47 4. Improves outcomes for children to increase kindergarten
 48 readiness and early grade success.
 49 (2) To the greatest extent possible, the credentials and
 50 certifications established pursuant to this section shall align
 51 with the training for K-12 teachers, reading coaches, and school
 52 principals in s. 1001.215(3).
 53 (3) The office shall adopt rules to administer this
 54 section.
 55 Section 3. This act shall take effect July 1, 2019.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/19

Meeting Date

1456

Bill Number (if applicable)

Topic Office of Early Learning

Amendment Barcode (if applicable)

Name Ali Jones

Job Title Association Manager

Address 111 N Hadsden St., #300

Phone 950-921-4494

Tallahassee FL 32301

Email ajones@floridasc.org

Speaking: For Against Information

Waive Speaking: In Support Against (The Chair will read this information into the record.)

Representing Florida Children's Council

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

04/09/19
Meeting Date

1456
Bill Number (if applicable)

Topic Office of Early Learning

Amendment Barcode (if applicable)

Name Amanda Gorski

Job Title Director Public Pol'y

Address 3250 SW 3rd Ave

Phone gorski@unitedwaymiami.org

Street
Miami FL 33129
City State Zip

Email 305 646 7724

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing United Way of Miami - Dade

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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THE FLORIDA SENATE
APPEARANCE RECORD

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4/9/19
Meeting Date

1456
Bill Number (if applicable)

Topic Office of Early Learning

Amendment Barcode (if applicable)

Name Brittany Birken

Job Title Strategy Officer

Address Norman Hall

Phone (850) 212-0408

Gamesville FL
City State Zip

Email bbirken@coe.ufl.edu

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing University of Florida Lastinger Center

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

9 April 19

Meeting Date

1456

Bill Number (if applicable)

Topic Office of Early Learning

Amendment Barcode (if applicable)

Name James Mosteller

Job Title Advocacy Associate

Address 215 S. Monroe Street

Phone 850-727-3712

Street

Tallahassee

FL

32301

Email JamesM@excelined.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Foundation for Florida's Future

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/2019

Meeting Date

SB 1456

Bill Number (if applicable)

Topic Office of Early Learning

Amendment Barcode (if applicable)

Name Khanh-Lien ("Con Lynn") Brako

Job Title Resolutions Chair

Address 1747 Orlando Central Parkway

Phone 407-855-7604

Street

Orlando FL 32809

Email resolutions@floridapta.org

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida PTA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)

THE FLORIDA SENATE APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/9/19
Meeting Date

SB 1456
Bill Number (if applicable)

Topic Senate Bill 1456 by Senator Perry Amendment Barcode (if applicable)

Name Rodney Mackinnon

Job Title Executive Director, OEL

Address 250 Marriott Drive,
Tallahassee, FL 32399
Street City State Zip

Phone 850-717-8662

Email _____

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Office of Early Learning

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

4-9-18

Meeting Date

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1456

Bill Number (if applicable)

Topic Early Learning

Amendment Barcode (if applicable)

Name Dr. Sally Butzin

Job Title Volunteer

Address 1628 Woodgate Way

Phone 850-728-1097

Tallahassee FL 32308

City

State

Zip

Email sally.butzin@gmail.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing League of Women Voters of Florida

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4-9-19
Meeting Date

1456
Bill Number (if applicable)

Topic EARLY LEARNING

Amendment Barcode (if applicable)

Name TED GRANGER

Job Title PRESIDENT

Address 3076 7th AVE
Street

Phone 850-488-8276

TALLAHASSEE FL 32303
City State Zip

Email TGRANGER@UNIONFLORIDA

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing UNITED WAY OF FLORIDA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.



The Florida Senate

Committee Agenda Request

To: Senator Kelli Stargel, Chair
Appropriations Subcommittee on Education

Subject: Committee Agenda Request

Date: March 26, 2019

I respectfully request that **Senate Bill #1456**, relating to Office of Early Learning , be placed on the:

- committee agenda at your earliest possible convenience.
- next committee agenda.

W. Keith Perry

Senator Keith Perry
Florida Senate, District 8

CourtSmart Tag Report

Room: KN 412
Caption: Senate Appropriations Subcommittee on Education

Case No.:

Type:
Judge:

Started: 4/9/2019 1:35:04 PM
Ends: 4/9/2019 2:05:07 PM **Length:** 00:30:04

1:35:13 PM Sen. Stargel (Chair)
1:35:50 PM S 934
1:35:58 PM Sen. Diaz
1:36:26 PM Sen. Pizzo
1:36:48 PM Sen. Diaz
1:37:32 PM Sen. Montford
1:37:51 PM Sen. Diaz
1:38:57 PM S 1132
1:39:04 PM Sen. Simmons
1:40:13 PM Connie Milito, Chief Government Relations Officer, Hillsborough County Public Schools (waives in support)
1:40:14 PM John Sullivan, Director, Broward County Public Schools (waives in support)
1:40:17 PM James Mosteller, Advocacy Associate, Foundation for Florida's Future (waives in support)
1:40:22 PM Jessica Janasiewicz, Government Consultant, Heartland Educational Consortium (waives in support)
1:40:34 PM Khanh - Leea Banko, Resolutions Chair, Florida PTA (waives in support)
1:40:43 PM Matthew Choy, Director, The Florida Chamber of Commerce (waives in support)
1:41:27 PM S 1444
1:41:32 PM Sen. Diaz
1:43:03 PM James Mosteller, Advocacy Associate, Foundation for Florida's Future (waives in support)
1:43:08 PM Sally Butzin, League of Women Voters of Florida (waives in support)
1:43:15 PM Amanda Bowen, ED, Manufacturers Association FL (waives in support)
1:43:25 PM Khanh - Leea Banko, Resolutions Chair, Florida PTA (waives in support)
1:43:32 PM Bethany Swonson, Legal Affairs Director, Florida Department of Education (waives in support)
1:44:11 PM Sen. Diaz (Chair)
1:44:28 PM Sen. Stargel
1:44:38 PM S 1342
1:45:27 PM Sen. Pizzo
1:45:54 PM Sen. Stargel
1:46:38 PM Sen. Montford
1:48:09 PM Sen. Stargel
1:48:50 PM Wayne Bertsch, Government Relations, Pasco County Schools (waives in support)
1:48:56 PM Brenda Dickinson, Lobbyist, Florida Council of Independent Schools (waives in support)
1:49:02 PM James Mosteller, Advocacy Associate, Foundation for Florida Future (waives in support)
1:49:09 PM Sally Butzin, League of Women Voters of Florida
1:51:44 PM Howard Burke, ED, Florida Association of Christian College and schools (waives in support)
1:51:50 PM Bethany Swonson, Legal Affairs Director, FDE (waives in support)
1:52:00 PM Sen. Baxley
1:54:43 PM Sen. Stargel
1:56:37 PM Sen. Stargel (Chair)
1:56:44 PM Sen. Perry
1:56:52 PM S 1308
1:57:35 PM Am. 128722
1:57:41 PM Sen. Perry
1:58:11 PM Khanh - Leea Banko, Resolutions Chair, Florida PTA (waives in support)
1:58:28 PM Am. 551110
1:58:34 PM Sen. Perry
1:59:00 PM Matthew Choy, Director, The Florida Chamber of Commerce (waives in support)
1:59:12 PM Khanh - Leea Banko, Resolutions Chair, Florida PTA (waives in support)
1:59:37 PM Amanda Bowen, Executive Director, Manufacturer Association of Florida (waives in support)
1:59:45 PM James Mosteller, Advocacy associate, Foundation for Florida's Future (waives in support)
1:59:50 PM Carol Bowen, Lobbyist, Associate Builders and Contractors (waives in support)
1:59:52 PM Bethany Swonson, Legal Affairs Director, FDE (waives in support)

2:00:06 PM Khanh - Leea Banko, Resolutions Chair, Florida PTA (waives in support)
2:00:12 PM Matthew Choy, Director, The Florida Chamber of Commerce (waives in support)
2:00:51 PM S 1456 Perry
2:01:48 PM Sally Butzin, League of Women Voters of Florida (waives in support)
2:01:53 PM James Mosteller, Advocacy Associate, Foundation for Florida's Future (waives in support)
2:01:54 PM Amanda Gorski, Director Public Policy, United Way of Miami Dade (waives in support)
2:02:02 PM Ted Granger, President, United Way of Florida (waives in support)
2:02:05 PM Brittany Burken, Strategy Officer, University of Florida Lastinger Center
2:02:10 PM Ali Jones, Association Manager, Florida Children's Council (waives in support)
2:02:17 PM Khanh - Leea Banko, Resolutions Chair, Florida PTA (waives in support)
2:02:21 PM Rodney Mackinnon, ED of OEL, Office of Early Learning (waives in support)
2:02:28 PM Sen. Montford
2:02:53 PM Sen. Baxley
2:03:29 PM Sen. Perry
2:04:30 PM Sen. Book S 934 Motion to Vote after Roll Call
2:04:33 PM Sen. Baxley S 934 and S1132 Motion to Vote after Roll Call
2:04:38 PM Meeting Adjourned