

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA
APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Senator Gaetz, Chair
Senator Montford, Vice Chair

MEETING DATE: Wednesday, February 4, 2015
TIME: 4:00 —6:00 p.m.
PLACE: *Pat Thomas Committee Room, 412 Knott Building*

MEMBERS: Senator Gaetz, Chair; Senator Montford, Vice Chair; Senators Bullard, Galvano, Legg, Ring, Simmons, and Stargel

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Presentation on Governor's Fiscal Year 2015-2016 Budget Recommendations: -Department of Education -Board of Governors -Office of Early Learning		Presented
2	Follow-up Discussion on K-12 Assessment Issues		Discussed
3	Discussion of Trust Fund Creations, Re-Creations, and Terminations		Discussed
4	Discussion of Local Funding Initiatives		Discussed
	Other Related Meeting Documents		

GOVERNOR RICK SCOTT

Fiscal Year 2015-2016

Education Budget Recommendations



The Governor's Office of Policy and Budget Education Unit

- Overview and the State University System
 - Ashley Spicola, Governor Scott's Education Coordinator
- The Office of Early Learning
 - Rodney MacKinnon, Interim Executive Director
- Public Education
 - Pam Stewart, Commissioner of Education

Four main components of Governor Scott's Budget Recommendations:

Tax Cuts for Florida Families and Businesses

\$673 million in Tax Cuts

World-Class Education for Florida Students

Highest Per Student K-12 Funding in Florida History

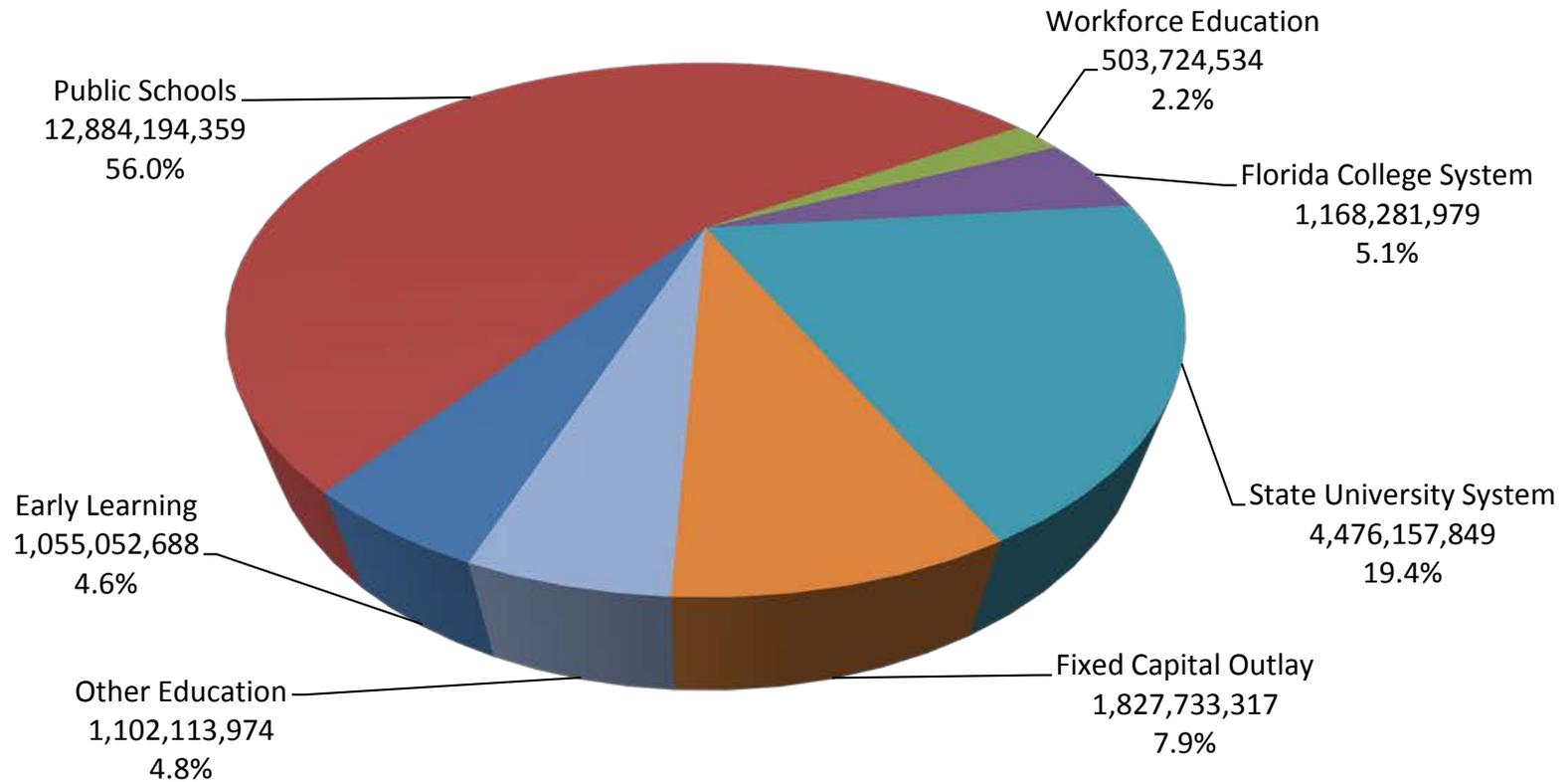
Making Florida a Global Destination for Jobs

Enhancing Workforce Training
Attracting and Retaining Florida Businesses

Strengthening Florida Communities

Protecting Florida's Natural Resources
Building Stronger Florida Communities
Keeping Florida Families and Communities Healthy and Safe

Total Governor's Recommended 2015-16 Budget by Major Funding Area - \$23 Billion



Education Highlights

Major Issues Funded	Amount
Historic Total, State, & Per Student K-12 Public School Funding	\$19.7 billion
Digital Learning	\$80 million
Historic Total & State Operating Funding for State Colleges	\$2 billion
Historic Total & State Operating Funding for State Universities	\$3.85 billion
Performance Funding for Colleges, Universities and Workforce	\$470 million
Fixed Capital Outlay	\$1.8 billion
School Readiness – Increased One-Time Funding	\$30 million
Voluntary Pre-Kindergarten	\$396.1 million
Financial Awards for Teachers and School Employees	\$1 million
Expand STEM \$10K degree programs	\$5 million
Technical Center Rapid Response Grant	\$20 million

The Governor's budget recommends a zero percent tuition increase for State Universities, State Colleges, and School District Workforce Programs

EARLY LEARNING

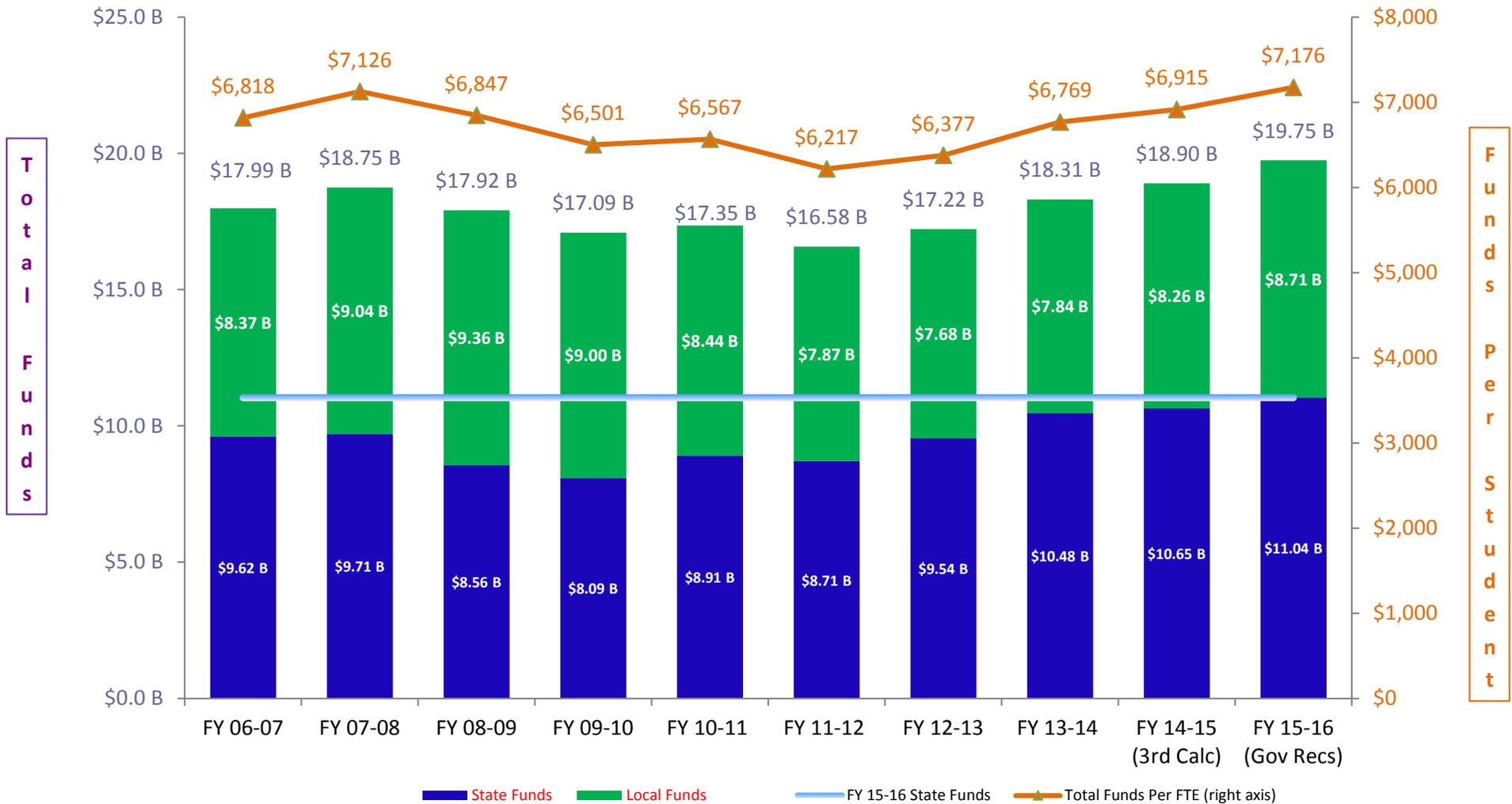
Early Learning Program Highlights

\$33.5 Million Increase Over Current Year Budget

- **School Readiness Services** - \$30 million increase in one-time federal funding to serve an additional 5,300 children
- **Voluntary Prekindergarten** – Increase per student funding by \$46
- **Early Childhood Teacher Scholarships** - \$1.5 million increase to fund additional early childhood teacher scholarships
- **Continue other Early Learning Programs** - \$13.5 million restored for Florida Help Me Grow, Lastinger Center Teacher Training, H.I.P.P.Y., and the Early Learning Performance Pilot

K-12 PUBLIC SCHOOLS

Historic Total, State, & Per Student K-12 Public School Funding



K-12 Public Schools / FEFP Highlights

- **Maintains required local millage tax rate at 5.089**
- **Historic Per FTE funding - \$7,176**
- **\$390.7 Million Increase Over Current Year**
 - **Workload** - \$123.4 million new funds to cover 17,846 new students
 - **Class Size** - \$30.8 million new funds to cover enrollment growth
 - **Digital Learning** - \$40 million new funds to support school districts, \$500,000 minimum per school district
 - **Safe Schools** - \$14.3 million new funds for school safety initiatives, \$250,000 minimum per school district
 - **Sparsity** - \$6.9 million new funds for the Sparsity Supplement which provides funding to assist rural districts with sparse student populations
 - **Other Initiatives** - \$175.3 million new funds for other education initiatives such as transportation and instructional materials

K-12 Public Schools

Non-FEFP

- **New Initiatives Funded**

- **Just Read, Florida!** - \$5 million
- **Math Education Initiative** - \$10 million
- **STEM Business Partnership Residency Program** - \$1 million

- **Increased Funding**

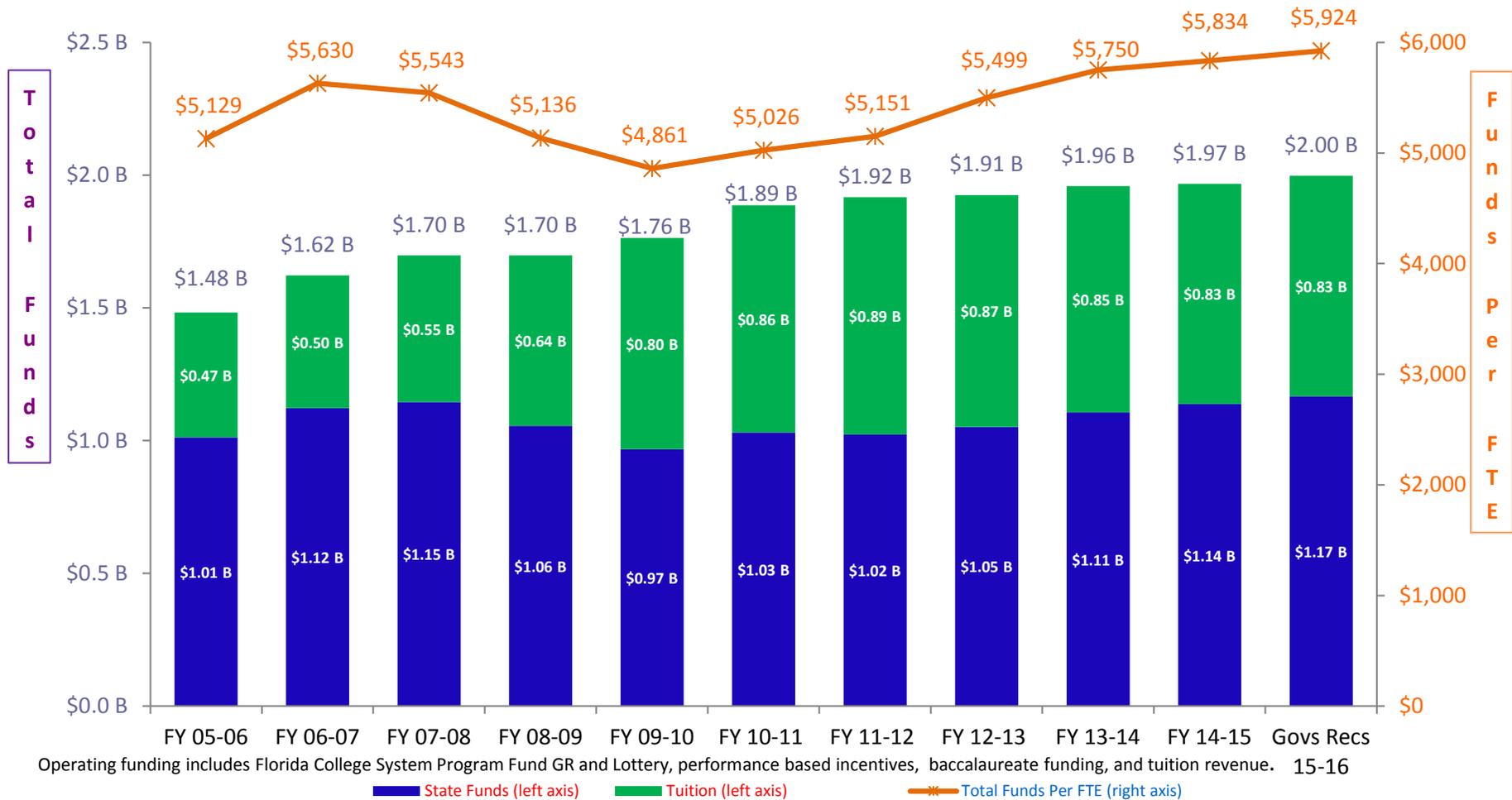
- **Teacher and School Employee Awards** - \$1 million new funds for a total of \$1.1 million
- **School District Matching Grants** - \$1.5 million new funds and restoration of \$500,000 for a total of \$6 million
- **Florida School for the Deaf and Blind** - \$1.8 million new funds for a total of \$50.8 million

Workforce Education Highlights

- **Technical Center Rapid Response Grant**– Provides \$20 million in new funds to assist Florida’s technical centers with providing programs in areas that are directly linked to workforce demands.
- **Performance Incentives** – Continues \$5 million for students earning industry certifications in high-demand areas.

FLORIDA HIGHER EDUCATION

Historic Total & State Florida College System Operating Funding



Florida College System Highlights

\$30.2 Million Increase Over Current Year Operating Includes:

- **Performance Funding** – Provides \$60 million total (\$30 million new funds and \$30 million from base)
- **STEM \$10,000 Bachelor's Degrees**- Provides \$5 million new funds to develop or enhance STEM \$10,000 Bachelor's degrees
- **Performance Incentives**– Continues \$5 million based on students earning high-demand industry certifications
- **Operating Costs of New Facilities** - \$1.5 million new funds

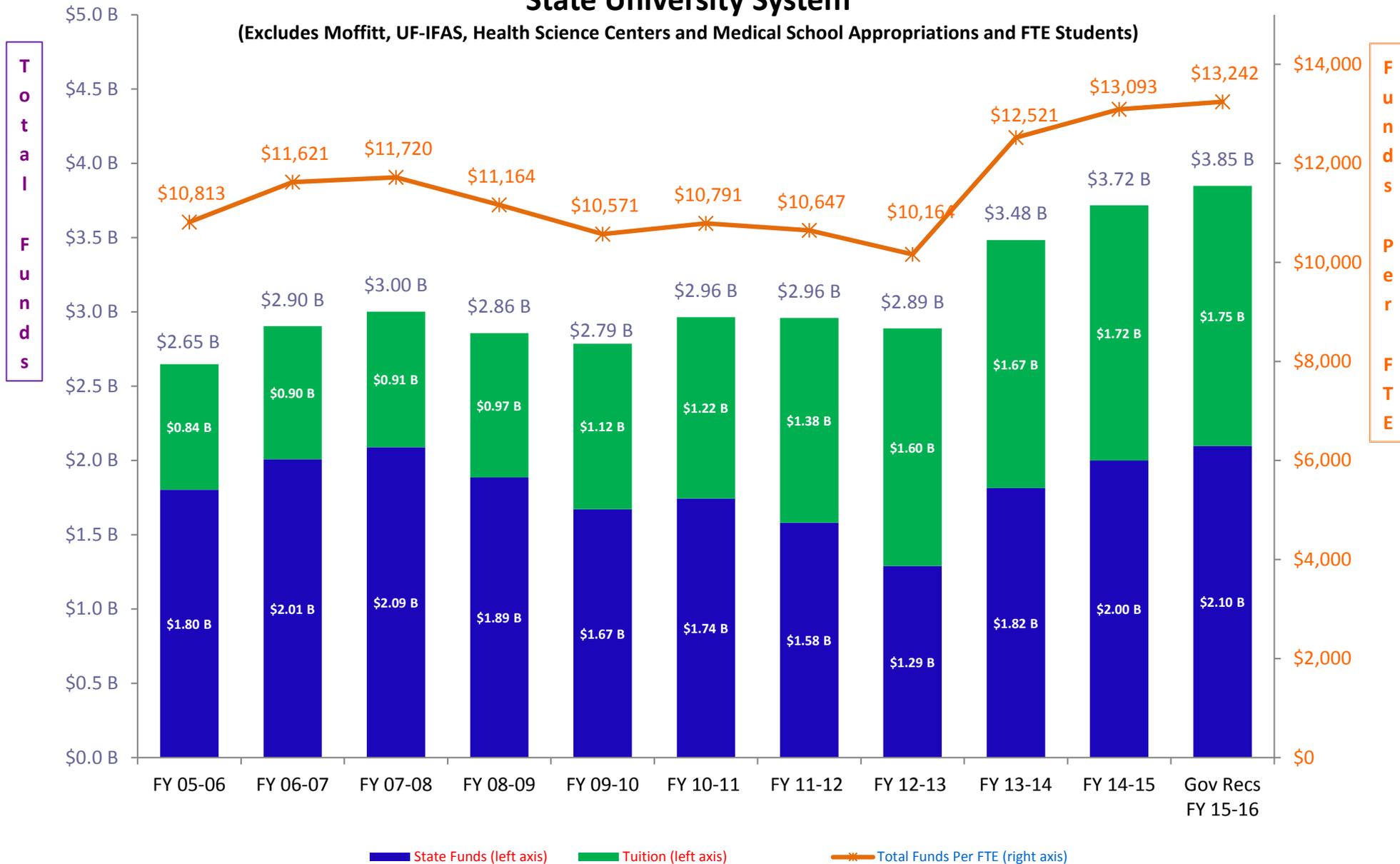
Student Financial Aid Highlights

- **Bright Futures Scholarships** - Fully funds at \$243 million based on latest estimating conference
- **Summer Bright Futures** – Provides \$23.5 million to provide Bright Futures funding for credit hours taken during the summer term

STATE UNIVERSITY SYSTEM

Historic Total & State Operating Funding for the State University System

(Excludes Moffitt, UF-IFAS, Health Science Centers and Medical School Appropriations and FTE Students)



State University System Highlights

\$132 Million Increase Over Current Year Operating Funding Includes:

- **Performance Funding** – Provides \$400 million total (\$100 million in new funds)
- **Johnson Matching Gift Program** – Provides \$1.8 million in funding for scholarships for students with disabilities
- **Lastinger Center** – \$4 million in funding for Algebra Nation and a summer pilot
- **Operating Costs of New Facilities** - \$3.6 million new funds

GOVERNOR RICK SCOTT

Fiscal Year 2015-2016

Education Budget Recommendations





Gary Chartrand, *Chair*
John R. Padgett, *Vice Chair*
Members
John A. Colón
Marva Johnson
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

January 26, 2015

The Honorable Don Gaetz
The Florida Senate
420 Senate Office Building
404 South Monroe Street
Tallahassee, Florida 32399-1100

Dear President Gaetz:

Thank you for your letter of January 13, 2015. This response addresses the questions pertaining to "opt out." Your questions are italicized with my responses beneath them.

1) Under what circumstances is it lawful for students to be exempted from either statewide, standardized assessments or state-required local assessments? Under what circumstances is it lawful for students to be exempted from district-mandated, district-selected assessments?

Section 1008.22(3), F.S., states, "Participation in the assessment program is mandatory for all school districts and all students attending public schools...." Section 1008.25(4)(a), F.S., states, "Each student must participate in the statewide, standardized assessment program required by s. 1008.22."

Section 1008.212, F.S., provides for an extraordinary exemption for a student "...for whom the individual education plan (IEP) team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide, standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment...." This decision must include the parent and must be submitted to the district superintendent not later than 60 days before the current year's assessment administration. Specific documentation must be provided to the district superintendent as listed in the law. The district superintendent then submits this evidence to the Commissioner of Education who shall grant or deny the exemption.

A child with a medical complexity may be exempt if the child's health concerns meet the definition of medical complexity in section 1008.22(9), F.S., and the parent agrees. In addition, a child with a medical complexity may be exempt from participating in statewide assessments for one, two, or three years, or permanently, based upon the district superintendent's request. The

State Board of Education amended Rule 6A-1.0943, F.A.C., in November 2014 to implement this law.

Exemptions from local assessments, including state-required local assessments and district-mandated, district-selected assessments, are, like all decisions related to these assessments, a local school board responsibility.

2) What differences, if any, exist in lawful, allowable exemptions between those exemptions pertaining to statewide, standardized assessments, state-required local assessments, and any exemptions from district-mandated, district-selected assessments which are not in response to state mandates? Please explain.

There is no state or legislative policy that guides local exemptions from local assessments. School districts are the most appropriate source of information on whether they allow exemptions and, if so, under what circumstances.

3) What pupil progression or other consequences, if any, will apply to students if they or their parents "opt out" of statewide, standardized assessments or state-required local assessments? For example, could choosing not to participate in required assessments impact a student's promotion to the next grade level, affect the student's ability to earn course credit or graduate with a standard diploma, impede the student's access to accelerated course or school choice options, affect the student's access to extracurricular activities, or impact the student's grade point average calculations? If so, how would those consequences compare between students that "opt out" and their colleagues that participate in the assessments?

If students were to opt out, students and parents would not know whether students have mastered the subject content in their courses, which is a basic process of learning. If the assessment is the Grade 10 English language arts (ELA) assessment or Algebra I assessment, the student would need to earn a passing score on the SAT, ACT or PERT, as appropriate, to graduate from high school. These other assessments may come at a cost to the student. In addition, there are several risks for a student who does not participate in other required assessments.

Regarding the statewide end-of-course assessments (biology, US history, algebra I, geometry, algebra II, and civics), results from these assessments constitute 30% of a student's course grade (section 1003.4282, F.S.) in the courses where those assessments are required. Failing to take the assessment will lower the student's course grade, negatively impacting the student's grade point average (GPA), which also affects:

- High school graduation and receipt of a standard diploma,

- Local student progression to the next grade level that requires a minimum GPA and/or earned course credits,
- Athletic and other extracurricular eligibility,
- Scholarship eligibility, including Bright Futures,
- University, other postsecondary, and military admissions eligibility,
- Class ranking and local recognition such as Valedictorian or Salutatorian, and
- Eligibility for a scholar designation or merit designation on the high school diploma.

Students may also lose the following benefits by opting out of one or more state or local assessments:

- College-ready assessments that determine college readiness or eligibility to enroll in 12th grade courses that prepare students for college readiness,
- Local recognition for identification of top scholars and statewide recognition of top scholars,
- Scores used by local districts to determine course placement, gifted and talented candidates, and/or accelerated course access,
- Completion of English for Speakers of Other Languages programs,
- Preparation for future opportunities in postsecondary, career, and life where assessments are required to progress and participate,
- Promotion to fourth grade (section 1008.25, F.S.), and
- In eligible low-performing schools, the ability to seek other options under the Opportunity Scholarship Program (section 1002.38, F.S.).

How assessments factor into student outcomes such as pupil progression or course grades is a local decision. Clearly, there are potential remedial course implications for students who opt out of state or local assessments. Through the information we are collecting for the test investigation, districts have indicated that they have local policies that could affect students in one or more ways listed here.

4) What professional practices or other consequences, if any, may apply to educators (e.g., teachers, administrators, counselors, superintendents) if they encourage, allow, or fail to report "opt out" practices or instances? What obligations do educators have to inform their district and the department of "opt out" practices or instances about which they are aware?

Each situation/allegation would have to be reviewed based upon the actions or non-actions of the certified educator and how those actions impact the student, the public, and/or the profession. I do believe the laws, rules, and precedents established by prior legal decisions and/or orders establish a foundation to support that certain willful opt-out behaviors may warrant disciplinary action against an educator's certificate. As for obligations to report, the department would consider an educator's refusal to administer statutorily-required assessments as a potential violation of established standards of conduct that should be reported to the department.

Reporting acts of misconduct is a duty of the district superintendent per section 1012.796, F.S., and failure to do so could result in discipline including forfeiture of salary per section 1001.51(12), F.S.

5) What funding, school or district grade, or other consequences, if any, will apply to schools or districts if they encourage, allow, or fail to report "opt out" practices or instances? What obligations do schools and districts have to inform the department of "opt out" practices or instances about which they are aware? To what extent does the department consider allowing or failing to report "opt out" practices or instances to be a test integrity or security issue?

The State Board of Education may take the following actions under section 1008.32, F.S., in any circumstance where a district fails to comply with state law (including non-compliance with the assessment statute and each of the other statutes for which the district would be out of compliance listed in this document):

- Withhold the transfer of state funds, discretionary grant funds, or discretionary lottery funds until the district complies,
- Declare the district ineligible for competitive grants,
- Require reporting until the district complies, and
- Report to the legislature that the district is unwilling to comply with the law and recommend action to be taken by the legislature.

Additional consequences may include:

- The district's forfeiture of eligibility for various federal grants based on accountability, including, for example, funds in the entitlement areas (Title I, Title II, Title III, Perkins, IDEA, etc.)
- The forfeiture could have a permanent effect at the district level for those federal programs that contain a non-supplanting or a "maintenance of effort" requirement, such that the district will have to continue funding at a higher level, even after the district regains federal funding in subsequent years in order to avoid supplanting violations.
- As constitutional officers, school board members and elected district superintendents may face suspension by the Governor and removal by the Senate [Art. IV, Section 7, Florida Constitution. See also In re Advisory Opinion to the Governor-School Board Member-Suspension Authority, 626 So.2d 684 (Fla. 1993)].

A school in a district that opts out of testing also faces:

- Not receiving a school grade. Parents and the school community will be unable to access useful information about local school performance. Ninety-five percent of eligible students must be assessed in order to receive a school grade (section 1008.34, F.S.),
- Loss of school recognition funds (section 1008.36, F.S.),

- Disciplinary charges for certified instructional personnel, who are determined to be responsible, (section 1012.795, F.S.), and
- Difficulty identifying highly effective teachers, placing teachers appropriately, and removing incompetent teachers (section 1012.34(3)(a)1., F.S.).

If students were to be present during the test but choose not participate, this would not pose a risk to test security as long as these students do not interfere with the rights of other students who are testing, and they do not reveal or discuss any test content that they view. These two expectations are the same for all students, whether they participate in testing or not. Regarding the question of test integrity, opting out may have an impact on the ability to interpret the test results in a meaningful way. Depending upon the extent to which students opt out, school, district, or possibly statewide results might not accurately reflect student achievement, and would make it difficult to make teacher, school, district, or state comparisons. This would affect not only same-year comparisons, but also year-to-year comparisons as well.

6) What written, formal guidance is the department providing, or has the department provided, to school boards, superintendents, principals, teachers, parents, and students of all consequences associated with assessment "opt out" or non-participation practices or instances?

State law requires students to participate in the state assessment system; therefore, there is no opt out clause or process for students to opt out or for parents to opt their children out. The department, when asked questions by parents, district officials, and other constituents related to opting out, has cited section 1008.22(3), F.S., which states, "Participation in the assessment program is mandatory for all school districts and all students attending public schools, including students seeking an adult high school diploma under s. 1003.4282 and students in Department of Juvenile Justice education programs, except as otherwise prescribed by law...." Working closely with superintendents in particular, this information and other information requested was provided in a manner that was responsive to their needs both at the time and with thoughtful consideration of their needs throughout this transition year.

Florida's statewide assessment system supports instruction and student learning of the Florida Standards. It helps Florida determine whether the goals of the education system are being met through student, school, and district accountability systems. Assessments help Floridians determine whether we have equipped our students with the knowledge and skills they need to be ready for careers and college-level coursework.

President Gaetz
January 26, 2015
Page Six

I will provide you with additional responses to the questions in your letter by the indicated due dates. I look forward to working with you as we work to make good decisions for children.

Sincerely,


Pam Stewart



State Board of Education

Gary Chartrand, *Chair*
John R. Padget, *Vice Chair*
Members
John A. Colón
Marva Johnson
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

Pam Stewart
Commissioner of Education

February 2, 2015

The Honorable Don Gaetz
The Florida Senate
420 Senate Office Building
404 South Monroe Street
Tallahassee, Florida 32399-1100

Dear President Gaetz:

Thank you for your letter of January 13, 2015. This response addresses your additional questions related to my response from your letter of December 1, 2014. Your questions are italicized with my responses beneath them.

1) State law requires the Commissioner to identify (and the State Board of Education to adopt in rule) SAT and ACT concordant scores "upon implementation" of the new FSA English Language Arts assessment, and authorizes the Commissioner to identify scores for assessments other than the SAT and ACT, for students to satisfy the grade 10 English Language Arts (ELA) requirement for high school graduation. You testified, and your letter states, that the State Board of Education adopted concordant ACT and SAT scores, as required by law, however those concordant scores relate to FCAT 2.0 Grade 10 Reading assessment and not the new FSA ELA assessment. You also testified that you have yet to identify scores for other assessments that students can use to satisfy requirements. When will the board adopt concordant ACT and SAT scores for the new FSA ELA assessment that will be administered this spring? What process do you use and what are you doing to actively identify, and when will the board adopt, concordant scores on other assessments? Please identify how and when you will communicate the department's compliance with these statutory requirements to the public, students, districts, parents, and teachers.

As stated in section 1008.22(7), F.S., and in my testimony on January 7, 2014, the current ACT and SAT concordant scores will remain in effect until new concordant scores are adopted in rule. This ensures that, until new concordant scores are approved, students using these assessments to meet graduation requirements will be treated fairly and will be held to the same standard as students in recent years.

The process that has been historically used in Florida to identify and set concordant scores for ACT and SAT will be employed again to identify and set new concordant scores for FSA. This is a nationally-recognized, technically sound process. Before being able to set FSA concordant

scores on the ACT and SAT, a large number of Florida students must take both the FSA and the SAT and/or ACT. The test takers must also be representative of the entire population of students taking FSA. While the students involved in such a study are anonymous, their scores do need to be matched carefully. Once the student data is matched between assessments, checked for representativeness of the population, and statistics are generated, then the score scales of the two assessments are matched to generate the concordant scores.

To explore the feasibility of adopting concordant scores for the FSA on other assessments, the department would first need to determine which widely-available and widely-recognized assessments have content that closely approximates that of the FSA. This systematic process, known as an alignment study, would examine the extent to which the academic skills on prospective assessments overlap with those of the FSA. If there is a strong correlation in content between a prospective assessment and the FSA, and only minor differences in content, then the prospective assessment is a candidate for having a concordant score set. Once it has been established that the content of the prospective assessment and the FSA are similar enough, then the scores of each assessment need to be linked with each other in order to establish which score on the prospective assessment is concordant with a passing score on the FSA. Again, as described above, in order to set a concordant score, not only is content alignment a necessary ingredient, but a large representative sample of Florida students must have taken the FSA and the prospective assessment.

As you are aware, Florida students will take the FSA for the first time this spring. Once a sufficiently large and representative sample of Florida students have taken both the FSA and the SAT and/or ACT, the department will be in a position to complete the process of establishing concordant scores for State Board of Education approval. As with all State Board of Education rules, the adoption of concordant scores goes through the rule development process, allowing various avenues for public input on the proposed scores. Once adopted, in addition to formal communication with district superintendents, the concordant scores are made publically available on the department's website. Again, though, it is important to point out that as statute dictates, even with a new assessment, the current ACT and SAT concordant scores, which were adopted in September 2013, remain in effect until any new concordant scores are set. This affords students continued, uninterrupted flexibility to meet their graduation assessment requirements through alternative means.

2) State law requires the Commissioner to identify "one or more" comparative scores for the Algebra I EOC assessment required for high school graduation and requires the State Board of Education to adopt comparative scores in rule. You testified, and your letter states, that the board only adopted comparative scores for the PERT and thus, there are no other assessments a student may use to satisfy Algebra I requirements. Why did you only identify the PERT, what process do you use, what are you doing to actively identify, and when will the board adopt, comparative scores for other assessments, and how and when will this information be communicated to those affected?

In identifying a comparative score for the Algebra I EOC, the department followed the process described in my response to question 1 above in adopting a comparative score for the PERT. Namely, an alignment study found that there was sufficient overlap in Algebra I content between the PERT and the Algebra I EOC. Additionally, a large, representative number of Florida students have taken both the Algebra I EOC and the PERT, allowing for the scores of each assessment to be matched and a comparative score identified.

By meeting both of the necessary criteria of content alignment and a sufficiently large number of Florida students taking both assessments to establish concordant or comparative scores, the PERT served as an appropriate assessment to provide students an alternative pathway to meet their graduation assessment requirement in Algebra I. Many Florida students take other nationally-recognized standardized assessments, such as the SAT, ACT, and Advanced Placement (AP) exams. However, in the case of SAT and ACT, there was not sufficient overlap specifically in the Algebra I content to establish a comparative score for the EOC. In the case of AP, the existing exams cover content beyond the level of Algebra I (e.g., Calculus AB and BC). If a student is enrolled in AP Calculus and takes the AP Calculus exam, he or she has already met his or her Algebra I requirement and more than likely successfully completed the courses between Algebra I and Calculus (e.g., Geometry, Algebra II, Pre-calculus).

As you are aware, Florida students will take the new Algebra I EOC, aligned to the Florida Standards, for the first time this spring. Once a sufficiently large and representative sample of Florida students have taken both the new Algebra I EOC and another widely-available and widely-recognized assessment appropriately aligned to the content (e.g., the PERT), the department will be in position to complete the process of establishing a comparative score for State Board of Education approval. As with all State Board of Education rules, the adoption of comparative scores goes through the rule development process, allowing various avenues for public input on the proposed scores. Once adopted, in addition to formal communication with district superintendents, the comparative scores are made publically available on the department's website. Again, though, it is important to point out that as statute dictates (s. 1008.22(8), F.S.), even with the new assessment, the current comparative score, which was adopted in September 2013, remains in effect until any new comparative scores are set. This affords students continued, uninterrupted flexibility to meet their graduation assessment requirements through alternative means.

3) State law provides the Commissioner with maximum flexibility to select "one or more" nationally developed comprehensive examinations as equivalent assessment options for students to satisfy state-required EOC assessments. State law further outlines a menu of authorized options that the Legislature feels are of sufficient rigor to serve as equivalent assessment options, yet you testified that the department has deemed only one assessment (i.e., AP U.S. History) to be equivalent to a state-required EOC assessment (i.e., U.S. History). In all of the testing experience and data banks of the 50 states and other sources, we find it difficult to believe that other rigorous options are not available for Florida students to use in place of state-

required EOC assessments. Why did you only identify one AP assessment and what have you done or are you doing to identify, in a timely manner for state board adoption, equivalent assessments (including industry certification assessments) that may substitute for EOC assessments?

Students are no longer required to pass the statewide Biology I EOC to earn the required credit for high school graduation; therefore, students taking a more rigorous accelerated course, such as AP Biology or IB Biology would participate in those program exams instead of the Florida Biology I EOC. Legislation passed in 2014 allowed accelerated program exams to also meet scholar designation requirements. There are no accelerated program courses in Algebra I and Geometry; these mathematics courses are below the level of the accelerated programs. Algebra II is not a required course to graduate, so only students who choose to take Algebra II must take the Algebra II EOC.

Students transferring into Florida who have evidence on their student records of taking and passing the exiting state's Algebra I EOC are not required to take and pass Florida's Algebra I EOC; this was included in 2014 legislation. Students transferring into Florida who have already earned credit in required courses that include the Florida statewide Geometry, U.S. History, or Biology I EOCs are not required to take these EOCs and their course credit is honored. The exception would be a student who transfers to Florida and wishes to qualify for a scholar designation. This student would have to either take and meet required scores on accelerated U.S. History or Biology program exams (AP or IB) or take and pass the Florida statewide EOCs.

4) Please explain why there are no industry certification assessments that you fully support as appropriate equivalent assessments. What process do you use and what factors do you apply when considering and recommending industry certifications or other national assessments for adoption by the state board? Please describe in detail what industry certifications and other assessments you have reviewed and explain why they do not satisfy you for meeting equivalency standards. Additionally, what is the status of the department's negotiations of state licenses for materials and testing for industry certifications, as required by law, and when do you expect the results of those negotiations to be completed so that districts and students can benefit from access to industry certification options?

Section 1008.22(3)(b)4., F.S., allows for an industry certification examination on the Industry Certification Funding List to be approved for use as an EOC "...if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in the Next Generation Sunshine State Standards." This process requires a comparison of the core curricular content for the subject area to the content assessed on the industry certification exam.

The department has identified two potential equivalent certification examinations for the statewide Biology I EOC: Biotechnician Assistant and Agricultural Biotechnology.

A systematic process, known as an alignment study, will be used to examine the extent to which the academic skills on each of the examinations overlaps with those academic skills that are assessed on the Biology I EOC. If there is sufficient overlap on one or both with content of the Biology I EOC, and one or both of the examinations are of equal or greater rigor as compared to the Biology I EOC, then one or both are candidates for having equivalent scores determined for the EOC. If one or both of the certification exams meets the alignment criteria, equivalent scores can be determined on one or both if a sufficient number of students representative of the population of the Biology I EOC test takers have taken at least one of the certification examinations, as well as the Biology I EOC, and scores are available for all such tests taken. While the students involved in such a study are anonymous, their scores do need to be matched carefully. Once the student data is matched between a certification exam and the Biology I EOC, checked for representativeness of the population, and statistics are generated, then the score scales of the exam and the Biology I EOC are matched to generate equivalent scores. The Biotechnician Assistant Certification Exam and the Agriculture Biotechnology Certification Exam are currently the only two certification exams that have been identified as potential candidates for equivalence with any other statewide EOC.

On the issue of developing statewide licenses for industry certifications, under section s. 1003.4282(9), F.S., the department has the responsibility for identifying career education courses that will satisfy core academic requirements. The department has identified equally rigorous courses in accordance with this statute. The following thirteen career education courses have been deemed equally rigorous courses: Agriscience Foundations 1, Biotechnology 1, Biotechnology 2, Agriculture Biotechnology 3, Aquaculture 2, Aquaculture 3, Principles of Biomedical Science, Human Body Systems, Medical Interventions, Introduction to Alternative Energy, Aerospace Technologies 1, Aerospace Technologies 2, and Aerospace Technologies 3.

The department does not link industry certifications to courses as the selection of a certification for a particular course is a district curricular decision. However, my staff is in the process of reviewing certifications that are linked to career and technical education programs that include the above courses. To date, two certifying agencies with certifications with strong linkages to the above courses have been identified and the department has initiated negotiations with one of these agencies. Once the review of course to career education program and industry certification is completed, additional certifying agencies may be identified for state licensing agreements.

In addition to the required negotiations associated with career education courses that meet core academic requirements, the department has two priorities for the development of state licensing agreements for materials and testing for industry certifications: 1) CAPE Digital Tool certificates and 2) industry certifications with the highest testing volume for the CAPE Industry Certification Funding List.

The department has initiated contact for negotiations on a licensing agreement for materials and testing with one of the primary agencies for certification testing, which represents more than 70 percent of current industry certification testing activity. Some districts are already benefiting from a statewide agreement for testing with this agency that was made available for 2014-15 through the state's career and technical education association, the Florida Association for Career and Technical Education. A statewide pricing agreement may only be necessary if districts are currently offering the certification and differential pricing is available from the certifying agency.

It is anticipated that districts will benefit from these state licenses beginning with industry certification testing in the 2015-16 academic year.

5) With regard to local assessments, senators are hearing concerns that the Florida Item Bank and Test Platform can be difficult and sometimes impossible to access by educators and districts attempting to satisfy state requirements. Please certify to us that all authorized school district personnel can easily access the Item Bank. Also please describe what the department has done, or is doing, to vet and confirm the content and construct validity of each test item and respective responses so that educators and districts can rely on the quality of the technical assistance and tools being provided by the department.

The department has worked hard to provide school districts with resources to develop local assessments. This includes the development of more than 90,000 assessment items for grades K-12 in content areas that cover courses with the highest statewide enrollment. Since July 2014, the department has made these assessment items directly available to school districts who requested those items to be used within their own local assessment platform. To date, these assessment items have been requested by and made available to 44 school districts for their use.

In addition to providing assessment items directly to school districts, the department has developed the Item Bank and Test Platform (IBTP) to allow districts to construct and administer local assessments. The IBTP has options for districts to administer local assessments either as computer-based assessments or as paper-based assessments. For districts that have selected to use IBTP for local assessments, the department has provided training and support. More than 100,000 students in Florida have taken local assessments using the IBTP. Here is a summary of districts who have administered computer-based tests to students using the IBTP for the current academic year as of January 28, 2015:

School District	Number of Student Assessments via IBTP
Flagler	2,331
Hillsborough	96
Marion	70
Nassau	2,477
Osceola	1,105
Polk	84,533
Sarasota	11,106

In Polk County, IBTP has supported more than 14,000 students taking computer-based local assessments on the same day. The department also provided face-to-face training sessions available to all school districts in September 2012 and February 2013 to assist districts with planning and resources to support the development of local assessments. A copy of those training materials is posted at <http://flassessments.com/html-redirects/IBTP/index.htm>. The department is surprised to learn that some school districts are having difficulty accessing the IBTP. We have staff available to provide technical support and detailed instructions for any school district that needs assistance. We have made face-to-face visits and provided assistance via conference calls and webinars for any school district who has reached out to us for help.

The IBTP is part of the department's Single Sign-On (SSO) system which allows Florida educators to use one set of credentials to access several statewide educational resources. Another feature of SSO is that it allows district control of which personnel within their school district have appropriate access to the educational resources within the system. So, for example, a school district may determine which staff members within the district have "test-administrator" roles for IBTP, which allows full access to all assessment items within the IBTP. This same feature also allows districts to determine which teachers, if any, within their district have access to use IBTP for local assessments. The department is aware of some districts that have not authorized any of their teachers to have access to IBTP because the district has a different local assessment platform in place. This is a district determination.

Regarding test item validity, all assessment items for IBTP were developed by trained Florida educators, the IBTP contractor, and IBTP sub-contractors based on Florida's content standards. The initial item development process included reviews for content, cognitive complexity, copy-editing, bias and sensitivity, and universal design.

These assessment items then went through a Formal Review process and a Final Review process within the IBTP. In the Formal Review process, all items were reviewed and evaluated by at least one of the following: Florida educators, department content specialists, and other expert reviewers. Items that were not rated of high quality were resubmitted for editing or deemed not appropriate for use in IBTP. All reviewers at the Formal Review stage were trained to effectively review high quality assessment items.

In the Final Review process, an item sample was conducted by a department content specialist by batch. At this stage, a minimum item-approval threshold was established in order for the item batch to be accepted. In addition, school districts are selecting items for use on their local assessments, which provides another level of item review before the items are taken by students in a local assessment.

6) In light of your statement that, "I have been able to implement the laws as they are written with the authority given to me and to the state board," does it remain your contention that you still need specific statutory authority. for example, to require school districts to utilize a uniform calendar of assessments? If so, what specific language or statutory changes do you suggest? Rather than delegating specific statutory authority on a case-by-case basis, is there a broad delegation of authority (to authorize rulemaking for situations such as this) that you can recommend to the Legislature?

My statement was in response to your question as to why we don't know how much local assessments cost. To the extent that your question relates to a uniform calendar for local assessments, I do not believe that requiring school districts to utilize a uniform calendar is authorized or necessary to meet the needs of the students of Florida. Instead, I believe that allowing school districts the autonomy to establish schedules for the administration of local assessments is more likely to result in an effective and efficient educational system. However, if the legislature determines that a uniform calendar for local assessments is necessary, the department will need statutory authority in this area. As noted in my letter of December 30, 2014, I am conducting an investigation of district-level standardized assessments. Until that investigation is complete, recommendations about changing the law with broad delegations of authority are premature.

7) We again ask you to please identify any statutory or regulatory authorities or flexibilities that you need from the Governor or the Legislature that would allow you to explore or implement other valid options leading to fewer, more reliable, more useful assessments.

In my opinion, additional authority for the commissioner or State Board of Education is not needed to improve the quality of assessments. We have a firm hold on the processes and procedures to ensure that state assessments are of the highest quality and meet standards necessary for all purposes for which they are used. These assessments are our main insurance policy that all students, not just some, receive instruction and an opportunity to excel on our Florida Standards. I also believe that it is appropriate to continue the authority currently in law that districts have over how they determine whether students have mastered the content in the courses they take. Districts have worked hard and it should be a priority of theirs to ensure that those assessments are appropriate and of high quality to be used in courses delivered in our schools. Those assessments feed student course grades and GPAs, which we know determine so much of what a student is able to do while in school, as well as how far they can go when they graduate from school. For decades, if these assessments have been viewed as appropriate and, in many instances, required for determining student GPAs; promotion; graduation; and eligibility

President Gaetz
February 2, 2015
Page 9

for extracurricular activities, scholarships, the military, and postsecondary entrance without concern for reliability and validity, why are they now being called into question as it relates to teacher evaluation. Teachers, schools, and districts have been basing student promotion on local assessments since the beginning of formal education.

Thank you for the opportunity to clarify these policy items.

Sincerely,



Pam Stewart

Appropriations Subcommittee on Education

Termination of the Building Fee Trust Fund within the Board of Governors

As required by Section 215.3208, F.S., each state trust fund must be legislatively reviewed at least once every four years. This review indicated that the Building Fee Trust Fund is obsolete and the Capital Improvement Fee Trust Fund is inappropriately placed under the administration of the State Board of Education.

- The Building Fee was repealed as an authorized student fee by Section 22 of Chapter 2012-134, L.O.F.
- Revenue sources for the Building Fee Trust Fund consisted of receipts from the Building Fee assessments, interest earnings, and subsidy grants.
- The Building Fee Trust Fund was created for debt service payments, reserve requirements, child development educational research centers, and projects appropriated by the Legislature.
- Since the Building Fee has been repealed, the Building Fee Trust Fund has no funds and no future receipts are anticipated. Thus, the trust fund is longer needed.
- This bill also amends s. 1010.86, F.S., to correctly place the administration of the Capital Improvement Fee Trust Fund under the Board of Governors, where the trust fund currently resides in practice since the Board of Governors has authority over the State University System.
- This bill has no fiscal impact on state agencies or state funds, on local governments as a whole, or on the private sector.

**Florida Senate Appropriations Subcommittee on Education
Fiscal Year 2014-15 & Recurring Local Funding Initiatives**

	Local Funding Initiative	Total Amount FY 2014-15	Nonrecurring	FY 2015-16 Base
Early Learning				
1	Florida Developmental Disabilities Council Help Me Grow	\$2,000,000	(\$2,000,000)	\$0
Non FEFP				
2	Learning through Listening	\$930,000	(\$170,000)	\$760,000
3	Panhandle Area Education Consortium	\$300,000	(\$300,000)	\$0
4	Assistance to Low Performing Schools	\$5,000,000	(\$1,000,000)	\$4,000,000
5	Best Buddies	\$900,000	(\$250,000)	\$650,000
6	Big Brothers, Big Sisters	\$6,030,248	(\$4,000,000)	\$2,030,248
7	Florida Alliance of Boys and Girls Clubs	\$5,013,500	(\$2,518,753)	\$2,494,747
8	Take Stock in Children	\$6,250,000	(\$250,000)	\$6,000,000
9	Teen Trendsetters	\$1,100,000	(\$800,000)	\$300,000
10	Advancement Via Individual Determination (AVID)	\$500,000	(\$500,000)	\$0
11	Boys and Girls Club of Manatee - New DeSoto Club	\$500,000	(\$500,000)	\$0
12	YMCA State Alliance/YMCA Reads	\$2,764,972	(\$2,000,000)	\$764,972
13	College Reach Out Program	\$1,000,000		\$1,000,000
14	Florida Diagnostic and Learning Resources Centers			
15	Florida State University	\$450,000		\$450,000
16	University of Florida Health Science Center at Jacksonville	\$450,000		\$450,000
17	University of Florida	\$450,000		\$450,000
18	University of Miami	\$450,000		\$450,000
19	University of South Florida	\$450,000		\$450,000
20	Keiser University	\$450,000		\$450,000
21	New World School of the Arts	\$650,000	(\$150,000)	\$500,000
22	School District Matching Grants Program	\$4,500,000	(\$500,000)	\$4,000,000
23	Autism Program			
24	Florida Atlantic University	\$856,065		\$856,065
25	Florida State University (College of Medicine)	\$1,267,477		\$1,267,477
26	University of Central Florida	\$1,351,754		\$1,351,754
27	University of Florida (College of Medicine)	\$1,094,613		\$1,094,613
28	University of Florida (Jacksonville)	\$1,140,703		\$1,140,703
29	University of Miami (Department of Psychology) incl. \$ for Nova SE	\$1,710,896		\$1,710,896
30	University of South Florida/Florida Mental Health Institute	\$1,578,492		\$1,578,492
31	Regional Education Consortium Services	\$1,445,390		\$1,445,390
32	Regional Education Consortium Florida Virtual Curriculum Marketplace	\$1,100,000	(\$1,100,000)	\$0
33	Fla Assn of District School Superintendents Training	\$500,000		\$500,000
34	Administrator Professional Development	\$7,858,210		\$7,858,210
35	Teach for America	\$5,000,000	(\$5,000,000)	\$0
36	Academic Tourney	\$200,000	(\$134,524)	\$65,476
37	African American Task Force	\$100,000		\$100,000
38	AMI Kids - Gadsden	\$500,000	(\$500,000)	\$0
39	Arts for a Complete Education/Florida Alliance for Arts Education	\$110,952		\$110,952
40	AVID Highlands County	\$520,203	(\$520,203)	\$0
41	Black Male Explorers	\$314,701	(\$150,000)	\$164,701
42	CDC of Tampa - Work Readiness Training	\$200,000	(\$200,000)	\$0
43	City of Hialeah Education Academy	\$500,000	(\$500,000)	\$0
44	Coral Gables Environmental Sustainability Design Education Program	\$200,000	(\$200,000)	\$0
45	Coral Springs Safety Town	\$250,000	(\$250,000)	\$0
46	Culinary Training/Professional Training Kitchen	\$200,000	(\$200,000)	\$0
47	Destination Graduation	\$500,000	(\$500,000)	\$0
48	EO Wilson Biophillia Center	\$100,000	(\$100,000)	\$0
49	Florida Afterschool Network/Ounce of Prevention Fund of Florida	\$300,000	(\$300,000)	\$0

**Florida Senate Appropriations Subcommittee on Education
Fiscal Year 2014-15 & Recurring Local Funding Initiatives**

	Local Funding Initiative	Total Amount FY 2014-15	Nonrecurring	FY 2015-16 Base
50	Florida Children's Initiative	\$1,500,000	(\$1,500,000)	\$0
51	Florida Healthy Choices Coalition/E3 Family Solutions	\$200,000	(\$200,000)	\$0
52	Florida Holocaust Museum	\$300,000	(\$200,000)	\$100,000
53	Florida Youth Challenge Academy	\$750,000	(\$750,000)	\$0
54	Girl Scouts of Florida	\$499,635	(\$232,000)	\$267,635
55	Glades Career Readiness Roundtable/West Tech Construction Acad.	\$426,628	(\$426,628)	\$0
56	Hialeah Gardens Educational Center Programs	\$1,870,000	(\$1,870,000)	\$0
57	Holocaust Memorial Miami Beach	\$150,000	(\$150,000)	\$0
58	Holocaust Task Force	\$100,000		\$100,000
59	Jobs for Florida's Graduates	\$3,000,000	(\$3,000,000)	\$0
60	Knowledge is Power Program (KIPP) Jacksonville	\$900,000	(\$900,000)	\$0
61	Lauren's Kids	\$3,800,000	(\$3,800,000)	\$0
62	Learning for Life	\$1,919,813	(\$1,050,000)	\$869,813
63	Marie Selby Botanical Gardens	\$500,000	(\$500,000)	\$0
64	Men of Vision	\$100,000	(\$100,000)	\$0
65	Minority Male Mentoring Initiative	\$200,000	(\$200,000)	\$0
66	Mourning Family Foundation	\$500,000	(\$500,000)	\$0
67	Neighborhood Initiative Summer Job Program	\$100,000	(\$100,000)	\$0
68	Okaloosa County - Science and Technology Education Middle School	\$250,000		\$250,000
69	PARC-Project Search	\$100,000	(\$100,000)	\$0
70	Pasco Regional STEM School/Tampa Bay Region Aeronautics	\$1,500,000	(\$1,000,000)	\$500,000
71	Pinellas Education Foundation - Career Path Planning	\$250,000	(\$250,000)	\$0
72	Project SOS Expansion	\$301,184	(\$301,184)	\$0
73	Project to Advance School Success (PASS)	\$608,983	(\$100,000)	\$508,983
74	Sandra DeLucca Development Center	\$200,000	(\$200,000)	\$0
75	State Science Fair	\$72,032		\$72,032
76	The SEED School of Miami	\$1,400,000	(\$1,400,000)	\$0
77	Workforce Advantage Academy	\$100,000	(\$100,000)	\$0
78	YMCA Youth in Government	\$200,000	(\$200,000)	\$0
79	Auditory-Oral Education Grant Funding	\$500,000	(\$500,000)	\$0
80	Communication/Autism Navigator	\$2,600,000	(\$1,246,708)	\$1,353,292
81	Special Olympics	\$250,000	(\$250,000)	\$0
82	Family Café	\$250,000	(\$50,000)	\$200,000
Ed Media				
83	Federal Equipment Matching Grant	\$450,000	(\$450,000)	\$0
84	FPBS Learning Media Content Library	\$1,000,000	(\$1,000,000)	\$0
State Board of Education				
84	Statewide Literacy and Parent Involvement Campaign	\$735,000	(\$335,000)	\$400,000
85	TOTAL K-12	\$96,621,451	(\$47,555,000)	\$49,066,451
District Workforce Education				
86	South Apopka Adult Community Education Center	\$500,000	(\$500,000)	\$0
87	Adults with Disabilities Workforce Education Pilot Program	\$43,000	(\$43,000)	\$0
88	Lotus House Women's Shelter	\$100,000	(\$100,000)	\$0
89	Bay Welding Program for Shipbuilding	\$250,000	(\$250,000)	\$0
Florida College System				
90	Brevard Community College - Program Enhancement	\$3,015,627		\$3,015,627
91	Chipola College - Operational Support	\$1,000,000		\$1,000,000
92	Gulf Coast State College - Program Enhancement	\$3,000,000		\$3,000,000
93	Polk State College - Program Enhancement	\$1,000,000		\$1,000,000
94	Valencia College - Operational Costs	\$963,704		\$963,704
95	College of Central Florida - Appleton Museum	\$500,000	(\$250,000)	\$250,000

**Florida Senate Appropriations Subcommittee on Education
Fiscal Year 2014-15 & Recurring Local Funding Initiatives**

	Local Funding Initiative	Total Amount FY 2014-15	Nonrecurring	FY 2015-16 Base
96	Daytona State College - Writing Lab	\$1,000,000		\$1,000,000
97	Daytona State College - News Journal Center	\$32,845		\$32,845
98	Palm Beach State College - Center for Applied Ethics	\$200,000		\$200,000
99	Polk State College - Art Programs	\$3,000,000		\$3,000,000
100	St. Petersburg College - Orthotics and Prosthetics Program	\$615,000		\$615,000
101	Chipola College - Civil & Industrial Engineering Program	\$1,800,000	(\$1,600,000)	\$200,000
102	St. Petersburg College - A Day on Service	\$1,000,000	(\$1,000,000)	\$0
103	Tallahassee Community College - Wakulla Environmental Institute	\$250,000	(\$250,000)	\$0
104	Commission on Community Service	\$683,182	(\$250,000)	\$433,182
State University System				
105	UF Health Science Center - Substance Abuse Research/Stewart Marchman Act	\$250,000		\$250,000
106	USF Health - Asset Inventory Management System Initiative	\$1,715,360		\$1,715,360
107	USF Health - Center for Neuromusculoskeletal Research	\$500,000		\$500,000
108	FGCU - Operational Support	\$2,250,000		\$2,250,000
109	UNF - Operational Support	\$2,250,000		\$2,250,000
110	FIU - Center for Ethics and Professionalism	\$1,000,000		\$1,000,000
111	FIU Center for Leadership	\$250,000		\$250,000
112	FSU - Pepper Center Long Term Care	\$500,000		\$500,000
113	UCF - Institute for Human & Machine Cognition	\$440,000		\$440,000
114	UCF - Lou Frey Institute of Politics and Government	\$650,000	(\$250,000)	\$400,000
115	UF/IFAS - Animal Agriculture Industry Science and Technology	\$2,240,000		\$2,240,000
116	UF/IFAS - Bok Tower Educational Partnership	\$3,500,000	(\$1,500,000)	\$2,000,000
117	UF/IFAS - Florida Horticulture, Research, Science and Education	\$1,450,000		\$1,450,000
118	UF/IFAS - Transfer Ruskin Aquaculture from DACS; Ruskin Aquaculture Increase	\$178,987		\$178,987
119	USF-SP Florida Institute of Oceanography	\$2,174,500		\$2,174,500
120	UWF - Doctorate of Physical Therapy	\$1,000,000		\$1,000,000
121	UWF - Doctorate of Nursing Practice	\$1,000,000		\$1,000,000
122	UF - Whitney Lab	\$712,310	(\$700,000)	\$12,310
123	USF-SM STEM Programs at Mote	\$2,516,965		\$2,516,965
124	UWF - Complete Florida Degree Program	\$6,000,000	(\$3,000,000)	\$3,000,000
125	FGCU - Per Student Support	\$6,500,000		\$6,500,000
126	NCF - Data Science & Analytics Initiative/Master	\$1,385,000	(\$165,000)	\$1,220,000
127	FIU - Center for Democracy	\$500,000		\$500,000
128	FSU - Veterans Center	\$500,000		\$500,000
129	USF - All Children's Hospital Partnership	\$1,000,000	(\$500,000)	\$500,000
130	Moffitt Cancer Center	\$2,000,000	(\$2,000,000)	\$0
131	FAU - Max Planck Scientific Fellowship Program	\$2,000,000	(\$1,500,000)	\$500,000
132	USF - Cybersecurity Initiative	\$5,000,000		\$5,000,000
133	FAU - Tech Runway	\$1,050,000	(\$1,050,000)	\$0
134	FAU - Jupiter Bioscience Gateway	\$500,000	(\$500,000)	\$0
135	FIU - Economic Development Study	\$100,000	(\$100,000)	\$0
136	USF SP - Family Study Center	\$250,000	(\$250,000)	\$0
137	UF - High-Risk Delinquent and Dependent Youth Research	\$500,000	(\$500,000)	\$0
138	FSU - Florida Campus Compact	\$200,000	(\$200,000)	\$0
139	UWF - Advanced Manufacturing Initiatives	\$1,500,000	(\$1,500,000)	\$0
140	UWF FAA Certifications	\$100,000		\$100,000
141	USF SP - Infant Mental Health Center	\$1,000,000	(\$1,000,000)	\$0
142	UWF- Operational Support	\$2,000,000		\$2,000,000

**Florida Senate Appropriations Subcommittee on Education
Fiscal Year 2014-15 & Recurring Local Funding Initiatives**

	Local Funding Initiative	Total Amount FY 2014-15	Nonrecurring	FY 2015-16 Base
143	FAU - AMI Experiential Education Curriculum	\$1,500,000	(\$1,500,000)	\$0
144	FIU - Washington Center for Internships and Academic Seminars	\$475,000	(\$475,000)	\$0
145	FSU - Health Equity Research Institute	\$400,000	(\$400,000)	\$0
146	FSU - Florida Institute for Child Welfare	\$1,000,000		\$1,000,000
147	UWF - Office of Economic Development and Engagement	\$5,000,000	(\$5,000,000)	\$0
148	USF SM - Center for Partnerships for Arts-Integrated Teaching (PAInT)	\$100,000	(\$100,000)	\$0
149	FIU - Fostering Pride	\$300,000	(\$300,000)	\$0
150	FAMU - Crestview Education Center	\$1,500,000	(\$1,500,000)	\$0
151	UCF - Evans Community School	\$685,000	(\$685,000)	\$0
152	FAMU - Pharmacy Faculty Salary Adjustment	\$700,000		\$700,000
153	USF-SM Mote Marine Lab	\$483,031		\$483,031
154	FAMU - Distance Learning	\$1,000,000	(\$1,000,000)	\$0
155	NCF - Career Development Program	\$500,000	(\$500,000)	\$0
156	USF-SM Small Business Development Center	\$100,000	(\$100,000)	\$0
157	FSU - American Legion Boys and Girls State Housing	\$100,000	(\$100,000)	\$0
158	FIU - College of Education Panther Life Program	\$300,000	(\$300,000)	\$0
159	UCF - Statewide SUS Anti-Hazing Online Education Initiative	\$1,000,000	(\$1,000,000)	\$0
160	UCF - Istation	\$4,000,000	(\$1,500,000)	\$2,500,000
161	FSU - STEM Education Enhancements	\$2,500,000		\$2,500,000
162	FAMU - STEM Education Enhancements	\$2,500,000		\$2,500,000
163	UCF - Downtown Presence	\$2,000,000		\$2,000,000
164	UCF - STEM Instructional Enhancements	\$1,000,000	(\$1,000,000)	\$0
165	USF-SP Greenhouse Project	\$100,000	(\$100,000)	\$0
166	UWF - Haas Center for Business Research and Economic Development - School Start Times Study	\$150,000		\$150,000
167	UNF - Culture of Completion and Career Initiative	\$3,100,000	(\$600,000)	\$2,500,000
168	FIU - Health Embrace Initiative	\$1,000,000	(\$1,000,000)	\$0
169	UF - Lastinger Center for Learning Algebra Nation	\$2,000,000	(\$2,000,000)	\$0
170	UF - Lastinger Center for Learning Teaching Point	\$500,000	(\$500,000)	\$0
171	UF - Lastinger Center for Learning Summer Algebra Pilot/Duval County School District and Florida State College at Jacksonville	\$2,000,000	(\$2,000,000)	\$0
172	UWF - School of Mechanical Engineering	\$2,000,000	(\$1,000,000)	\$1,000,000
173	FSU - Charles Hilton Endowed Professorship	\$600,000		\$600,000
174	UWF - Physician Assistance Program	\$1,000,000	(\$1,000,000)	\$0
175	FSU - Learning System Institute	\$500,000		\$500,000
176	FSU - Law School	\$2,000,000	(\$1,000,000)	\$1,000,000
177	UF/IFAS - Shellfish Aquaculture Initiative	\$250,000		\$250,000
178	UF/IFAS - Tropical Aquaculture	\$600,000		\$600,000
179	UF/IFAS - Cattle Research	\$275,000	(\$275,000)	\$0
180	UF/IFAS - Cervidae Disease Research	\$400,000	(\$400,000)	\$0
181	UF/IFAS - Florida Caladium Research	\$100,000	(\$100,000)	\$0
182	UF/IFAS - Southwest Florida/Immokalee Research and Education Center	\$2,000,000	(\$2,000,000)	\$0
183	USF Health - Per Student Support	\$1,000,000		\$1,000,000
184	USF Health - Alzheimer's Institute	\$1,250,000	(\$1,250,000)	\$0
185	USF Health - Veteran PTSD Study	\$500,000	(\$500,000)	\$0
186	USF Health - Veterans Service Center	\$350,000	(\$350,000)	\$0
187	UF Health - Per Student Support	\$1,000,000		\$1,000,000

**Florida Senate Appropriations Subcommittee on Education
Fiscal Year 2014-15 & Recurring Local Funding Initiatives**

	Local Funding Initiative	Total Amount FY 2014-15	Nonrecurring	FY 2015-16 Base
188	UF Health - Center for Translational Research in Neurodegenerative Disease	\$1,250,000	(\$1,250,000)	\$0
189	UCF Health - Crohn's and Colitis Research	\$500,000	(\$500,000)	\$0
190	FIU Health - Primary Care Residency Program	\$831,451		\$831,451
191	FIU Health - Neuroscience Centers of Florida Foundation	\$800,000	(\$800,000)	\$0
192	FAU Health - Residency Programs	\$946,311		\$946,311
193	Institute of Human and Machine Cognition	\$3,489,184	(\$750,000)	\$2,739,184
194	UWF - Career and Education Planning System	\$3,000,000		\$3,000,000
Vocational Rehabilitation				
195	Inclusive Transition and Employment Management Program (ITEM)	\$750,000	(\$750,000)	\$0
196	The WOW Center	\$50,000	(\$50,000)	\$0
Blind Services				
197	Lighthouse for the Blind and Visually Impaired - Pasco/Hernando	\$50,000	(\$50,000)	\$0
198	Lighthouse for the Blind and Visually Impaired - Miami	\$150,000	(\$150,000)	\$0
Private Colleges and Universities				
199	Medical Training and Simulation Lab	\$6,000,000	(\$3,500,000)	\$2,500,000
200	LECOM/Florida - Health Programs	\$1,691,010		\$1,691,010
201	Barry University - BS Nursing & MSW Social Work	\$250,000	(\$145,000)	\$105,000
202	Beacon College - Tuition Assistance	\$200,000	(\$200,000)	\$0
203	HBCU - Library Resources	\$907,844	(\$187,986)	\$719,858
204	Bethune-Cookman University	\$4,474,096	(\$513,985)	\$3,960,111
205	Florida Memorial University	\$3,932,048	(\$400,000)	\$3,532,048
206	Edward Waters College	\$3,329,526	(\$400,000)	\$2,929,526
207	Embry Riddle - Aerospace Academy	\$3,000,000		\$3,000,000
208	University of Miami - Institute for Cuban American Studies	\$500,000	(\$250,000)	\$250,000
209	Jacksonville University	\$12,000,000	(\$10,000,000)	\$2,000,000
210	Nova Southeastern University - Health Programs	\$4,734,749	(\$500,000)	\$4,234,749
Student Financial Aid				
211	Honorably Discharged Graduate Assistance Program	\$1,000,000	(\$1,000,000)	\$0
212	Additional Scholarships - McKnight Doctoral Fellowship Program	\$1,000,000	(\$500,000)	\$500,000
213	TOTAL HIGHER ED	\$180,270,730	(\$70,389,971)	\$109,880,759
214	GRAND TOTAL EDUCATION	\$276,892,181	(\$117,944,971)	\$158,947,210

THE FLORIDA SENATE
APPEARANCE RECORD

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

2/5/15

Meeting Date

Topic Governor's Recommended Budget

Bill Number _____
(if applicable)

Name Ashtay Spicola

Amendment Barcode _____
(if applicable)

Job Title Education Coordinator

Address _____
Street

Phone _____

City

State

Zip

E-mail _____

Speaking: For Against Information

Representing The Executive office of the Governor

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

3

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

2/4/15

Meeting Date

Bill Number (if applicable)

Topic EOG budget

Amendment Barcode (if applicable)

Name Rodney McKinnon

Job Title Int. Ex. Director

Address 250 Marriot Dr

Phone 717 8062

Street

TLH

FL

32399

Email

City

State

Zip

Speaking: For Against Information

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

Representing OEL

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

4

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

2/4/15
Meeting Date

Bill Number (if applicable)

Topic TESTING IMPACT ON SCHOOLS

Amendment Barcode (if applicable)

Name DAVID FREELAND

Job Title TEACHER/MATH COACH

Address 230 KEEN TERRACE
Street

Phone 321-424-1674

SEBASTIAN FL 32958
City State Zip

Email scubusemar.com

Speaking: For Against Information

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

Representing _____

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.

CourtSmart Tag Report

Room: KN 412

Case:

Caption: Senate Appropriations Subcommittee on Education - 4:00 p.m. 412 Knott Bldg.

Type:
Judge:

Started: 2/4/2015 4:04:22 PM

Ends: 2/4/2015 6:00:35 PM Length: 01:56:14

4:04:24 PM	Call to Order
4:04:39 PM	Roll Call
4:05:13 PM	Chairman Comments
4:06:03 PM	Pam Stewart, Commissioner of Education
4:06:37 PM	Chairman Comments
4:06:41 PM	Ashley Spicola, Governor's Scott's Education Coordinator
4:09:54 PM	Rodney McKinnon, Interim Executive Director, Office of Early Learning
4:12:51 PM	Pam Stewart, Commissioner of Education
4:19:23 PM	Senator Bullard Question
4:20:52 PM	Pam Stewart, Commissioner of Education
4:21:10 PM	Senator Galvano Question
4:22:45 PM	Pam Stewart, Commissioner of Education
4:23:01 PM	Senator Stargel Question
4:23:41 PM	Pam Stewart, Commissioner of Education
4:24:23 PM	Senator Montford Question
4:25:08 PM	Pam Stewart, Commissioner of Education
4:26:57 PM	Chairman Questions
4:28:56 PM	Pam Stewart, Commissioner of Education
4:31:11 PM	Senator Ring Question
4:31:55 PM	Pam Stewart, Commissioner of Education
4:36:22 PM	Chairman Question
4:36:39 PM	Senator Ring
4:38:18 PM	Senator Legg Question
4:40:15 PM	Pam Stewart, Commissioner of Education
4:43:05 PM	Senator Bullard Question
4:47:28 PM	Chairman Comment
4:47:38 PM	Senator Montford Question
4:48:24 PM	Pam Stewart, Commissioner of Education
4:48:59 PM	Chairman Comment/Question
4:50:41 PM	Pam Stewart, Commissioner of Education
4:53:51 PM	Senator Ring Comment
4:54:09 PM	Pam Stewart, Commissioner of Education
4:56:45 PM	Chair Comment/Question
4:59:06 PM	Senator Galvano Comment
5:00:49 PM	Senator Bullard Question
5:01:36 PM	Pam Stewart, Commissioner of Education
5:02:56 PM	Chairman Question
5:06:00 PM	Ashley Spicola, Governor's Scott's Education Coordinator
5:07:16 PM	Senator Montford Question
5:08:00 PM	Senator Galvano Question
5:08:25 PM	Ashley Spicola, Governor's Scott's Education Coordinator
5:09:08 PM	Chairman Question
5:11:42 PM	Senator Simmons Question
5:12:14 PM	Ashley Spicola, Governor's Scott's Education Coordinator
5:13:15 PM	Senator Simmons Questions
5:14:47 PM	Chairman Question
5:15:41 PM	Pam Stewart, Commissioner of Education
5:15:50 PM	Ashley Spicola, Governor's Scott's Education Coordinator
5:16:03 PM	Chairman Comment
5:17:35 PM	Senator Bullard Question
5:18:44 PM	Pam Stewart, Commissioner of Education
5:22:31 PM	Chairman Comments

5:23:15 PM Senator Legg Comments
5:24:48 PM Chairman Question/Comments
5:25:17 PM Senator Legg
5:25:56 PM Chairman Comments
5:26:16 PM Pam Stewart, Commissioner of Education
5:27:23 PM Chairman Comments
5:27:27 PM Senator Legg
5:27:43 PM Senator Simmons Question
5:30:24 PM Pam Stewart, Commissioner of Education
5:31:30 PM Senator Simmons
5:34:35 PM Pam Stewart, Commissioner of Education
5:44:02 PM Senator Legg
5:46:42 PM Chairman
5:47:50 PM Senator Montford Comment/Question
5:51:53 PM Pam Stewart
5:52:09 PM Chairman
5:52:28 PM Tim Elwell, Staff Director, Education Appropriations
5:53:27 PM Chairman
5:56:53 PM David Freeland-Teacher/Math Coach
6:00:00 PM Chairman
6:00:09 PM Meeting Adjourned