

Tab 1	SB 804 by Simon ; (Compare to H 00479) Required African-American Instruction					
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Tab 2	SB 1112 by Burgess (CO-INTRODUCERS) Jones ; (Similar to CS/H 00733) Middle School and High School Start Times					
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Tab 3	CS/SB 1236 by ED, Wright ; (Identical to CS/CS/H 00633) K-12 Education					
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Tab 4	SB 1272 by Simon (CO-INTRODUCERS) Powell, Gruters, Garcia, Perry ; (Compare to CS/H 01019) Educational Grants					
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Tab 5	SB 1430 by Avila ; (Compare to CS/CS/CS/H 01537) Education					
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Tab 6	SB 1564 by Stewart ; (Similar to H 00891) Year-round School Pilot Program					
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS COMMITTEE ON EDUCATION

Senator Perry, Chair
Senator Jones, Vice Chair

MEETING DATE: Tuesday, April 18, 2023

TIME: 12:00 noon—3:00 p.m.

PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Perry, Chair; Senator Jones, Vice Chair; Senators Avila, Book, Broxson, Burton, Calatayud, Collins, Davis, Harrell, Hutson, Simon, and Thompson

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 804 Simon (Compare H 479, CS/H 551, S 1008)	Required African-American Instruction; Requiring each school district to certify and provide certain evidence to the Department of Education regarding certain instruction; authorizing the department to seek input from and contract with certain educational organizations for specified purposes, etc. ED 03/27/2023 Temporarily Postponed ED 04/04/2023 Favorable AED 04/18/2023 Favorable FP	Favorable Yeas 9 Nays 2
2	SB 1112 Burgess (Similar CS/H 733)	Middle School and High School Start Times; Providing requirements for middle school and high school start times; requiring such school start times to be implemented by a specified date; providing district school board requirements, etc. ED 03/27/2023 Favorable AED 04/12/2023 Temporarily Postponed AED 04/18/2023 Favorable FP	Favorable Yeas 12 Nays 1
3	CS/SB 1236 Education Pre-K -12 / Wright (Identical CS/CS/H 633)	K-12 Education; Deleting a specified reduction calculation for certain school district funding for school districts that fail to meet certain class size requirements; providing that certain dependent children of active duty military personnel must be enrolled in certain programs; authorizing certain students of military personnel to enroll in any school within this state under certain circumstances, etc. ED 03/27/2023 Fav/CS AED 04/18/2023 Favorable FP	Favorable Yeas 12 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Appropriations Committee on Education

Tuesday, April 18, 2023, 12:00 noon—3:00 p.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	SB 1272 Simon (Compare CS/H 1019)	Educational Grants; Providing education grants under the William L. Boyd, IV, Effective Access to Student Education Grant Program to certain students who were eligible as of a specified date to receive grants under the former Access to Better Learning and Education Grant Program; providing education grants to students at for-profit colleges or universities under certain conditions; providing that participation in the grant program does not subject institutions to certain licensure requirements or the jurisdiction of a specified organization, etc. HE 03/15/2023 Favorable AED 04/18/2023 Favorable AP	Favorable Yeas 10 Nays 1
5	SB 1430 Avila (Compare CS/CS/H 1537, H 5101, CS/H 7051, CS/CS/S 240)	Education; Revising a graduation requirement for certain students; deleting a requirement that certain certification programs be previously approved by the Department of Education; revising the calculation of school grades for certain schools; revising requirements for the calculation of additional full-time equivalent membership for certain funding through the Florida Education Finance Program; requiring certain applicants for the renewal of a professional certificate to earn specified college credit or inservice points; revising the funding calculation for the Florida Teachers Classroom Supply Assistance Program, etc. ED 03/20/2023 Favorable AED 04/18/2023 Fav/CS FP	Fav/CS Yeas 11 Nays 0
6	SB 1564 Stewart (Similar H 891)	Year-round School Pilot Program; Creating the Year-round School Pilot Program for a period of 4 school years beginning with a specified school year; providing an application process for school districts seeking to participate in the program; requiring the Commissioner of Education to select a certain number of school districts to participate in the program; providing requirements for participating school districts, etc. ED 04/04/2023 Favorable AED 04/18/2023 Favorable FP	Favorable Yeas 12 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 Committee on Education

BILL: SB 804

INTRODUCER: Senator Simon

SUBJECT: Required African-American Instruction

DATE: April 17, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Sabitsch	Bouck	ED	Favorable
2.	Gray	Elwell	AED	Favorable
3.			FP	

I. Summary:

SB 804 adds requirements regarding the required instruction in Florida schools related to the history of African Americans.

The bill requires school districts to annually certify and provide evidence to the Department of Education (DOE) that the requirements for African American history instruction are met.

The bill expands entities from whom the DOE may seek input regarding standards and curriculum from state or national African American organizations, and authorizes the DOE to contract with state or national African American educational organizations to develop training for instructional personnel and classroom resources.

This bill does not have an impact on state revenues or expenditures.

The bill takes effect on July 1, 2023.

II. Present Situation:

Required Instruction

Each district school board must provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet the state's adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.¹

¹ Section 1003.42(1)(a), F.S.

Instructional personnel must, subject to the rules of the State Board of Education and the district school board, teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, topics that include:

- The history and content of the Declaration of Independence and Constitution of the United States.
- The elements of civil government.
- The history of the United States.
- The history of the Holocaust.
- The history of the state.
- Comprehensive age-appropriate and developmentally appropriate health education and life skills.
- The study of women's contributions to the United States.
- Civic and character education.²

African American History

African American history is part of the required instruction that must be taught in all public schools. For African American history, the following areas of study are required:

- The history of African peoples before the political conflicts that led to the development of slavery;
- The passage to America;
- The enslavement experience;
- Abolition; and
- The history and contributions of Americans of the African diaspora to society.³

The purpose of such instruction is for students to develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Instruction must include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation.

Instructional materials must include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances.⁴

² Section 1003.42(2), F.S.

³ Section 1003.42, F.S. and Florida Department of Education, *African American History*, <https://www.fldoe.org/academics/standards/subject-areas/social-studies/african-amer-hist.stml> (last visited Apr. 05, 2023).

⁴ Section 1003.42(1)(h), F.S.

The Department of Education must prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.⁵

In accordance with State Board of Education rule, each school district is required to submit to the Commissioner of Education, by July 1 of each year, a report that describes how instruction was provided for all required areas of instruction, including African American history, for the prior school year. The required report is submitted online through the Required Instruction Reporting Portal and contains:

- The specific courses in which instruction has been delivered for each grade level.
- A description of the materials and resources utilized to deliver instruction.
- The professional qualifications of the person delivering instruction for certain types of instruction.⁶

In 1994, Florida law began requiring the instruction of history, culture, experiences, and contributions of African Americans in the state's K-12 curriculum. The African American History Task Force (AAHTF) was formulated to sustain this effort, and grant supported initiatives were developed to effectively execute the spirit of the law's original legislative intent.⁷ The AAHTF is an advocate for Florida's school districts, teacher education training centers, and the community at large, in implementing the teaching of the history of African peoples and the contributions of African Americans to society. The Task Force works to ensure awareness of the requirements, identify and recommend needed state education leadership action, assist in adoption of instructional materials by the state, and build supporting partnerships. The stated goals of the ASHTF are:

- Promoting awareness, understanding, and the infusing of the required instruction that addresses the African and African American experience into the curriculum of Florida's schools.
- Development of instructional guidelines, standardized framework, and supplemental materials /resources that include the African and African American experience.
- Provide pre- and in-service training for implementation of the required instruction using various technologies and materials.
- Make recommendations to the Commissioner of Education and the appropriate Florida Department of Education leaders that support the full implementation of the required instruction mandate.⁸

III. Effect of Proposed Changes:

The bill modifies s. 1003.42, F.S., regarding African American History instruction.

⁵ Florida Department of Education, *African American History*, <https://www.fldoe.org/academics/standards/subject-areas/social-studies/african-amer-hist.stml> (last visited Mar. 21, 2023)

⁶ Rule 6A-1.094124, F.A.C.

⁷ Commissioner of Education's African American History Task Force, *History*, <https://afroamfl.org/history/> (last visited: Apr. 05, 2023).

⁸ Commissioner of Education's African American History Task Force, *Mission and Goals*, <https://afroamfl.org/mission-and-goals/> (last visited Mar. 21, 2023).

Reporting of Instruction

The bill modifies s. 1003.42(2), F.S., to add reporting requirements for African American history instruction by district school boards. The bill requires each school district to annually certify and provide evidence to the Department of Education (DOE) of compliance with such instruction, and for the DOE to establish the reporting requirements.

Curriculum and Resources

The bill modifies s. 1003.42(2), F.S., to allow the DOE to seek input from any state or nationally recognized African American educational organization regarding the development of standards and curriculum, rather than only the Commissioner of Education's African American History Task Force.

The bill also allows the DOE to contract with any state or nationally recognized African American educational organization to develop training for instructional personnel and grade-appropriate classroom resources to support curriculum.

The bill takes effect July 1, 2023.

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:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1003.42 of the Florida Statutes.

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 Simon

3-01652-23

2023804__

1 A bill to be entitled
 2 An act relating to required African-American
 3 instruction; amending s. 1003.42, F.S.; requiring each
 4 school district to certify and provide certain
 5 evidence to the Department of Education regarding
 6 certain instruction; authorizing the department to
 7 seek input from and contract with certain educational
 8 organizations for specified purposes; providing an
 9 effective date.

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

12
 13 Section 1. Paragraph (h) of subsection (2) of section
 14 1003.42, Florida Statutes, is amended to read:

15 1003.42 Required instruction.—

16 (2) Members of the instructional staff of the public
 17 schools, subject to the rules of the State Board of Education
 18 and the district school board, shall teach efficiently and
 19 faithfully, using the books and materials required that meet the
 20 highest standards for professionalism and historical accuracy,
 21 following the prescribed courses of study, and employing
 22 approved methods of instruction, the following:

23 (h) The history of African Americans, including the history
 24 of African peoples before the political conflicts that led to
 25 the development of slavery, the passage to America, the
 26 enslavement experience, abolition, and the history and
 27 contributions of Americans of the African diaspora to society.
 28 Students shall develop an understanding of the ramifications of
 29 prejudice, racism, and stereotyping on individual freedoms, and

Page 1 of 3

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

3-01652-23

2023804__

30 examine what it means to be a responsible and respectful person,
 31 for the purpose of encouraging tolerance of diversity in a
 32 pluralistic society and for nurturing and protecting democratic
 33 values and institutions. Instruction shall include the roles and
 34 contributions of individuals from all walks of life and their
 35 endeavors to learn and thrive throughout history as artists,
 36 scientists, educators, businesspeople, influential thinkers,
 37 members of the faith community, and political and governmental
 38 leaders and the courageous steps they took to fulfill the
 39 promise of democracy and unite the nation. Instructional
 40 materials shall include the vital contributions of African
 41 Americans to build and strengthen American society and celebrate
 42 the inspirational stories of African Americans who prospered,
 43 even in the most difficult circumstances. Instructional
 44 personnel may facilitate discussions and use curricula to
 45 address, in an age-appropriate manner, how the individual
 46 freedoms of persons have been infringed by slavery, racial
 47 oppression, racial segregation, and racial discrimination, as
 48 well as topics relating to the enactment and enforcement of laws
 49 resulting in racial oppression, racial segregation, and racial
 50 discrimination and how recognition of these freedoms has
 51 overturned these unjust laws. However, classroom instruction and
 52 curriculum may not be used to indoctrinate or persuade students
 53 to a particular point of view inconsistent with the principles
 54 enumerated in subsection (3) or the state academic standards.
 55 Each school district must annually certify and provide evidence
 56 to the department, in a manner prescribed by the department,
 57 that the requirements of this paragraph are met. The department
 58 shall prepare and offer standards and curriculum for the

Page 2 of 3

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

3-01652-23

2023804

instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (t).

Section 2. This act shall take effect July 1, 2023.



The Florida Senate

Committee Agenda Request

To: Senator Keith Perry, Chair
Appropriations Committee on Education

Subject: Committee Agenda Request

Date: April 5, 2023

I respectfully request that **Senate Bill # 804**, relating to Required African-American Instruction, be placed on the:

- ☐ Committee agenda at your earliest possible convenience.
- ☒ Next committee agenda.

Corey Simon

Senator Corey Simon
Florida Senate, District 3

The Florida Senate

APPEARANCE RECORD

SB 804

Bill Number or Topic

4/18/23

Meeting Date

Deliver both copies of this form to
Senate professional staff conducting the meeting

Approp on Education

Committee

Amendment Barcode (if applicable)

Name

Melinda Stanwood

Phone

850-727-1275

Address

4721 Flowerwood Drive

Email

Frenchy Frye@

Street

Tallahassee, FL 32303

hotmail.com

City

State

Zip

Speaking:

☒ For

☐ Against

☐ Information

OR

Waive Speaking:

☐ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without
compensation or sponsorship.



I am a registered lobbyist,
representing:



I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf](#) [flsenate.gov](#)

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

4/18/23

Meeting Date

SB 804

Bill Number or Topic

Ed Appops

Committee

Amendment Barcode (if applicable)

Name

Nancy Lawther, Ph.D. (Florida PTA)

Phone

407 855-7604

Address

1747 Orlando Central Pkwy

Email

legislation@floridapta-
org

Street

Orlando

FL

32805

City

State

Zip

Speaking:

☐ For

☐ Against

☐ Information

OR

Waive Speaking:

☒

In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☒

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Florida PTA

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

S-001 (08/10/2021)

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 Committee on Education

BILL: SB 1112

INTRODUCER: Senator Burgess and others

SUBJECT: Middle School and High School Start Times

DATE: April 17, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Sabitsch</u>	<u>Bouck</u>	<u>ED</u>	Favorable
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	Favorable
3.	<u> </u>	<u> </u>	<u>FP</u>	<u> </u>

I. Summary:

SB 1112 provides requirements for middle school and high school start times. Specifically the bill requires that, by July 1, 2026, district school boards must implement a school start time no earlier than 8:00 a.m. for middle schools and 8:30 a.m. for high schools.

The bill requires each district school board to inform its community concerning impacts of sleep habits of middle and high school students, and to discuss strategies to implement the later school start times.

The bill also specifies that charter schools must comply with the school start times required in the bill.

The bill has no impact on state revenues or expenditures, but could have a significant fiscal impact to school districts.

The bill takes effect on July 1, 2023.

II. Present Situation:

District School Boards

Each district school board is responsible for the establishment, organization, and operation of schools in the district's geographic area. Each district school board is required to adopt policies for the opening and closing of schools within the district, however the opening date of schools may not be earlier than August 10th of each year.¹ Current law does not prescribe daily start times for schools. However district school board policy must ensure that no more than one and

¹ Section 1001.42(4)(f), F.S.

one-half hours will elapse between the time a student boards a district operated bus and the time school begins.²

Charter Schools

Charter schools are tuition-free public schools created through an agreement or “charter” that provides flexibility relative to regulations created for traditional public schools. All charter schools in Florida are public schools and are part of the state’s public education system. During the 2021-2022 school year, 361,939 students were enrolled in 703 charter schools in 47 districts.³ Charter schools are afforded a number of exemptions from certain requirements which include matters related to the overall operation of the school such as facilities, operations, and finance. However, charter schools must comply with certain statutory requirements which are described in law.⁴ Like other public schools, no law directs charter schools to establish specific daily start times for the schools.

Importance of Sleep for Adolescents

The American Academy of Pediatrics (AAP) recognizes insufficient sleep in adolescents as an important public health issue that significantly affects the health and safety, as well as the academic success, of our nation’s middle and high school students. Although a number of factors, including biological changes in sleep associated with puberty, lifestyle choices, and academic demands, negatively affect middle and high school students’ ability to obtain sufficient sleep, the evidence strongly implicates earlier school start times (i.e., before 8:30 a.m.) as a key modifiable contributor to insufficient sleep, as well as circadian rhythm disruption, in this population. Furthermore, a substantial body of research has now demonstrated that delaying school start times is an effective countermeasure to chronic sleep loss and has a wide range of potential benefits to students with regard to physical and mental health, safety, and academic achievement. The AAP strongly supports the efforts of school districts to optimize sleep in students and urges high schools and middle schools to aim for start times that allow students the opportunity to achieve optimal levels of sleep (i.e., 8.5 to 9.5 hours) and to improve physical and mental health (e.g., reduced obesity risk and lower rates of depression), safety (e.g., drowsy driving crashes), academic performance, and quality of life.⁵

The Florida chapter of the AAP stresses that medical and academic research on teens’ developing bodies and brains show that sleep is directly linked to their physical and mental health, learning, and academic success. Teenagers in high school need, on average, 8 to 10 hours of sleep each school night. A policy change to start high schools after 8:00 a.m. is needed. School districts across the nation, where 8:00 a.m. school start times have been implemented, have decreased tardiness, decreased sleeping in class, increased attendance, increased graduation rates, and higher standardized test scores. Students are reported to be better prepared, more alert,

² Rule 6A-3.0171(6), F.A.C.

³ Florida Department of Education, Fact Sheet Office of Independent Education & Parental Choice, *Florida’s Charter Schools* (September 2022), available at <https://www.fldoe.org/core/fileparse.php/7696/urlt/Charter-Sept-2022.pdf>.

⁴ Section 1002.33(16), F.S.

⁵ American Association of Pediatrics, School Start Times for Adolescents, Policy statement, (Sept 1., 2014), available at: <https://publications.aap.org/pediatrics/article/134/3/642/74175/School-Start-Times-for-Adolescents?autologincheck=redirected> (last visited Mar. 14, 2023).

and motivated to do well. Economists suggest that delaying school start times would have a substantial benefit-to-cost ratio (9:1). This finding is based on a conservative estimate of both costs per student largely related to transportation and the increase in projected future earnings per student in present value because of test score gains related to moving start times 1 hour later (approximately \$17,500).⁶

School Start Times in Florida

According to the Office of Program Policy Analysis and Government Accountability (OPPAGA), the average start time for all Florida high schools (541 schools) is 7:45 a.m. Forty-six percent of high schools start before 7:30 a.m., and 19 percent of high schools start between 7:30 a.m. and 8:00 a.m. There were 49 Florida school districts with at least one high school that started before 8:00 a.m. and of those, 22 districts had a least one high school that started before 7:30 a.m. For Florida middle schools (490 schools) the average start time is 9:03 a.m., with only eight percent of schools starting prior to 8:00 a.m.⁷

OPPAGA requested specific information from twelve districts that had either recently changed or are considered changing school start times to determine motivations and barriers. Eight of those school districts had recently changed some or all of their start times while four school districts had considered changes to start time but did not make changes. Reported motivations among the respondents included:

- Transportation issues to improve on-time bus schedules, address driver shortages, reduce transit times, comply with Center for Disease Control (CDC) social distancing recommendations, and improve operational efficiencies.
- Student health and safety issues to improve general student health and to address the health needs of high school students in particular.
- Student learning issues to promote student academic achievement, increase learning time lost due to weather-related closures, and increase the length of the elementary school day.

Reported barriers that were confronted when considering start time changes included:

- Child care and student supervision issues concerning care for siblings, childcare arrangements, limited school staff and concerns about child safety in dawn/pre-dawn hours.
- Afterschool activities issues concerning afterschool employment for high school students, effects on extended day programs, and the ability to attend afterschool activities.
- Transportation issues concerning costs of adding bus routes and buses, rising bus driver wages and limited bus drivers, and capital funding issues.⁸

III. Effect of Proposed Changes:

The bill amends s. 1001.42 F.S., regarding school start times for middle and high schools. Specifically, the bill requires each school district to adopt policies regarding middle school and high school start times such that, by July 1, 2026, the instructional day:

⁶ Email, Florida Chapter of the American Academy of Pediatrics, *Position Statement: Start Schools after 8:00 a.m.* (Mar. 13, 2023) (on file with Senate Committee on Education).

⁷ Email, OPPAGA Report: *OPPAGA Research on School Start Times*, (Mar. 13, 2023) (on file with Senate Committee on Education).

⁸ *Id.*

- For a middle school begins no later than 8:00 a.m.
- For a high school start times begins no later than 8:30 a.m.

The bill requires each district school board to inform parents, students, teachers, school administrations, athletic coaches, and other stake-holders about the health, safety, and the academic impacts of sleep deprivation on middle and high school students and the benefits of a later school start time. The bill also requires the board to discuss local strategies to successfully implement the later school start times.

The bill amends s. 1002.33, F.S., to clarify that charter schools must comply with the start time requirements for middle and high schools established in the bill.

The bill takes effect on July 1, 2023.

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:

There may be a significant, but indeterminate, fiscal impact to school district transportation costs in preparation for a July 1, 2026, implementation.

VI. Technical Deficiencies:

None.

VII. Related Issues:

The bill does not modify the provision in State Board of Education Rule 6A-3.0171(6), F.A.C., authorizing up to 1.5 hours between a bus pickup and the school start time. Therefore, the positive effect of a later school start time may be moderated by an early bus pickup time.

VIII. Statutes Affected:

This bill substantially amends sections 1001.42 and 1002.33 of the Florida Statutes.

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.



316962

LEGISLATIVE ACTION

Senate	.	House
Comm: WD	.	
04/12/2023	.	
	.	
	.	
	.	

The Appropriations Committee on Education (Jones) recommended the following:

Senate Amendment (with title amendment)

Between lines 74 and 75
insert:

Section 3. Paragraph (k) is added to subsection (1) of
section 1003.02, Florida Statutes, to read:

1003.02 District school board operation and control of
public K-12 education within the school district.—As provided in
part II of chapter 1001, district school boards are
constitutionally and statutorily charged with the operation and



316962

control of public K-12 education within their school districts. The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees, and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

(1) Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students in the following areas:

(k) Instructions on emergency first aid for choking.—
Require a poster that contains step-by-step instructions on how to provide emergency first aid for choking on conscious individuals to be posted in each public school cafeteria within the school district. The poster must be easily visible and prominently placed.

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

And the title is amended as follows:

Delete lines 2 - 10
and insert:

An act relating to public schools; amending s.
1001.42, F.S.; providing requirements for middle
school and high school start times; requiring such
school start times to be implemented by a specified



316962

40 date; providing district school board requirements;
41 amending s. 1002.33, F.S.; requiring charter schools
42 to meet certain requirements relating to middle school
43 and high school start times; amending s. 1003.02,
44 F.S.; requiring a poster containing specified
45 information to be placed in public school cafeterias;
46 providing requirements for the placement of such
47 posters; providing an effective date.

By Senator Burgess

23-01764-23

20231112__

A bill to be entitled

An act relating to middle school and high school start times; amending s. 1001.42, F.S.; providing requirements for middle school and high school start times; requiring such school start times to be implemented by a specified date; providing district school board requirements; amending s. 1002.33, F.S.; requiring charter schools to meet certain requirements relating to middle school and high school start times; providing an effective date.

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

Section 1. Paragraph (f) of subsection (4) of section 1001.42, Florida Statutes, is amended to read:

1001.42 Powers and duties of district school board.—The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(4) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS.—Adopt and provide for the execution of plans for the establishment, organization, and operation of the schools of the district, including, but not limited to, the following:

(f) *Opening and closing of schools; fixing uniform date; middle school and high school start times.*—Adopt policies for the opening and closing of schools, and fix uniform dates, and middle school and high school start times. ~~—however,~~

1. The opening date for schools in the district may not be earlier than August 10 of each year.

2. By July 1, 2026, the instructional day for middle

23-01764-23

20231112__

schools may not begin earlier than 8 a.m. and the instructional day for high schools may not begin earlier than 8:30 a.m. Each district school board must inform its community, including parents, students, teachers, school administrators, athletic coaches, and other stakeholders, about the health, safety, and academic impacts of sleep deprivation on middle school and high school students and the benefits of a later school start time and discuss local strategies to successfully implement the later school start times.

Section 2. Paragraph (b) of subsection (16) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(16) EXEMPTION FROM STATUTES.—

(b) Additionally, a charter school shall be in compliance with the following statutes:

1. Section 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.

2. Chapter 119, relating to public records.

3. Section 1003.03, relating to the maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level.

4. Section 1012.22(1)(c), relating to compensation and salary schedules.

5. Section 1012.33(5), relating to workforce reductions.

6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011.

7. Section 1012.34, relating to the substantive requirements for performance evaluations for instructional personnel and school administrators.

23-01764-23

20231112__

- 59 8. Section 1006.12, relating to safe-school officers.
60 9. Section 1006.07(7), relating to threat assessment teams.
61 10. Section 1006.07(9), relating to School Environmental
62 Safety Incident Reporting.
63 11. Section 1006.07(10), relating to reporting of
64 involuntary examinations.
65 12. Section 1006.1493, relating to the Florida Safe Schools
66 Assessment Tool.
67 13. Section 1006.07(6)(d), relating to adopting an active
68 assailant response plan.
69 14. Section 943.082(4)(b), relating to the mobile
70 suspicious activity reporting tool.
71 15. Section 1012.584, relating to youth mental health
72 awareness and assistance training.
73 16. Section 1001.42(4)(f)2., relating to middle school and
74 high school start times.
75 Section 3. This act shall take effect July 1, 2023.



The Florida Senate

Committee Agenda Request

To: Senator Keith Perry, Chair
Appropriations Committee on Education

Subject: Committee Agenda Request

Date: April 5, 2023

I respectfully request that **Senate Bill #1112**, relating to Middle and High School Start Times, be placed on the:

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

A blue ink signature of Senator Danny Burgess, written in a cursive style, is positioned above a horizontal line.

Senator Danny Burgess
Florida Senate, District 23

The Florida Senate
APPEARANCE RECORD

4/18/23

Meeting Date

SB 1112

Bill Number or Topic

Deliver both copies of this form to
Senate professional staff conducting the meeting

Ed Approps

Committee

(Florida PTA)

Amendment Barcode (if applicable)

Name

Nancy Lawther, Ph.D

Phone

407 855-7604

Address

1747 Orlando Central Pkwy

Email

legislator@florida
pta.org

Street

Orlando

FL

32809

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☒

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Florida PTA

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf flsenate.gov](#)

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

4/17/23

Meeting Date

1112

Bill Number or Topic

Education Appropriations

Deliver both copies of this form to
Senate professional staff conducting the meeting

Committee

Amendment Barcode (if applicable)

Name

Mary Rivera

Phone

352 789-2996

Address

14715 NE 112th Ct

Email

sig4glory2@gmail.com

Street

Fort McCoy, FL

State

32134

Zip

Speaking:

☐

For

☐

Against

☒

Information

OR

Waive Speaking:

☐

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

4/18/23

Meeting Date

1112

Bill Number or Topic

Ed Approps

Committee

Amendment Barcode (if applicable)

Name

Doug Bell

Phone

850 205 9000

Address

119 S. Monroe St.

Email

doug.bell@mhdfirm.com

Street

TLH

FL

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Florida chapter of the American Academy of Pediatrics

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. § 11.045 and Joint Rule 1. [2020-2022 Joint Rules: df flsenate.gov](https://www.flsenate.gov/2020-2022/joint-rules)

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

Sen Approps - Ed

Meeting Date

4-18-23

Committee

1112

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Chris Doolin

Phone

850-508-5492

Address

1018 Thomasville Rd

Email

cdoolin@doolinandassoc.com

Street

Talla

Fla

32303

City

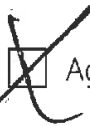
State

Zip

Speaking:

☐

For



☒

Against

☐

Information

OR

Waive Speaking:

☐

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.



☒

I am a registered lobbyist,
representing:

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Small School District Council

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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

S-001 (08/10/2021)

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 Committee on Education

BILL: CS/SB 1236

INTRODUCER: Education Pre-K -12 Committee and Senator Wright

SUBJECT: K-12 Education

DATE: April 17, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahnke	Bouck	ED	Fav/CS
2.	Gray	Elwell	AED	Favorable
3.			FP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1236 repeals the class size reduction penalty calculation. However, the bill maintains the requirement that the Department of Education monitors compliance and requires a compliance plan for any school that exceeds class size maximums based on the October student membership survey.

For a student whose parent is active duty military personnel and meets the eligibility criteria for special academic programs offered through public schools, the bill requires the student to be enrolled in such a program if the student's parent is transferred to the state during the school year.

The bill also provides that a student whose parent is on active military duty and is transferred within the state after the controlled open enrollment window can enroll in any school within the school district.

The bill has no impact on state revenues or expenditures. The bill may have a positive impact on school districts. See section V.

The bill is effective July 1, 2023.

II. Present Situation:

Maximum Class Size Requirements

In November 2002, Florida voters approved a state constitutional amendment setting the limits on the number of students in a class attending public schools.¹ The amendment required the Legislature, by the beginning of the 2010 school year, to make adequate provisions to ensure that there are a sufficient number of classrooms in Florida so that the maximum number of students assigned to each teacher, who is teaching core-curricula courses, does not exceed:

- 18 students in prekindergarten through grade 3;
- 22 students in grades 4 through 8; and
- 25 students in grades 9-12.²

Additionally, the amendment requires that the Legislature provide sufficient funds, beginning in Fiscal Year (FY) 2003-2004, for school districts to reduce the average number of students in each classroom by at least two annually until the constitutionally prescribed maximum number of students is achieved. Under the initial implementing statute³, compliance with the class size requirements was to be determined at the:

- District level for each of the three grade groupings during FYs 2003-2004, 2004-2005, and 2005-2006;
- School level for each of the three grade groupings in FYs 2006-2007 and 2007-2008; and
- Individual classroom level for each of the three grade groupings in FY 2008-2009 and thereafter.

The timeframe for measuring class size at the school level was extended twice. In 2008, the Legislature extended school-level measurement through FY 2008-2009.⁴ The next year, the Legislature extended this timeframe by one more year, thereby delaying the measurement of class size at the individual classroom level until FY 2010-2011 and thereafter.⁵ Legislation enacted in 2010 established the compliance calculation for charter schools at the school level average,⁶ and in 2013 the same treatment was granted to district-operated schools of choice⁷ and district innovation schools of technology.⁸ Subsequently, legislation enacted in 2016 and 2017 extended the compliance calculation using the school-level average to schools participating in the Principal Autonomy Program Initiative⁹ and Schools of Excellence.¹⁰

In 2013, the Legislature added a provision to exempt “blended learning courses” from the core courses required to be in compliance with class size.¹¹

¹ FLA. CONST. Art. IX, s. 1(a).

² Section 1003.01(14), F.S. See Florida Department of Education, *Class Size*, available at <https://www.fl DOE.org/finance/budget/class-size/> (last visited Apr. 05, 2023).

³ Ch. 2003-391, s.2, Laws of Fla.

⁴ Ch. 2008-142, s. 5, Laws of Fla.

⁵ Ch. 2009-59, s. 13, Laws of Fla.

⁶ Section 1002.33(16), F.S.

⁷ Section 1002.31(5), F.S.

⁸ Section 1002.451, F.S.

⁹ Section 1011.6202(3)(b), F.S.

¹⁰ Section 1003.631(2), F.S.

¹¹ Section 1003.01(14), F.S.

Class Size Reduction Funding

To implement the class size amendment, the Legislature annually appropriates class size reduction categorical funding for school district operating costs. Additionally, the Legislature has appropriated funds for capital outlay (facility) needs and granted bonding authority to fund classroom construction and other capital needs related to class size reduction.¹² Since 2003, the Legislature has appropriated more than \$52 billion for operational expenses and over \$2.5 billion in facilities funding to implement the Class Size Reduction Amendment. The table below shows the history of funding for Class Size Reduction.¹³

History of Funding for Class Size Reduction			
Fiscal Year	Operating Funds	Facilities Funds	Total Funds
2003-2004	\$ 468,198,634	\$ 600,000,000	\$ 1,068,198,634
2004-2005	\$ 972,191,216	\$ 100,000,000	\$ 1,072,191,216
2005-2006	\$ 1,507,199,696	\$ 83,400,000	\$ 1,590,599,696
2006-2007	\$ 2,108,529,344	\$1,100,000,000	\$ 3,208,529,344
2007-2008	\$ 2,640,719,730	\$ 650,000,000	\$ 3,290,719,730
2008-2009	\$ 2,729,491,033	\$ -	\$ 2,729,491,033
2009-2010	\$ 2,845,578,849	\$ -	\$ 2,845,578,849
2010-2011	\$ 2,913,825,383	\$ -	\$ 2,913,825,383
2011-2012	\$ 2,927,464,879	\$ -	\$ 2,927,464,879
2012-2013	\$ 2,974,748,257	\$ -	\$ 2,974,748,257
2013-2014	\$ 2,974,766,164	\$ -	\$ 2,974,766,164
2014-2015	\$ 3,013,103,776	\$ -	\$ 3,013,103,776
2015-2016	\$ 3,035,025,330	\$ -	\$ 3,035,025,330
2016-2017	\$ 3,071,776,000	\$ -	\$ 3,071,776,000
2017-2018	\$ 3,081,304,285	\$ -	\$ 3,081,304,285
2018-2019	\$ 3,097,618,502	\$ -	\$ 3,097,618,502
2019-2020	\$ 3,111,099,382	\$ -	\$ 3,111,099,382
2020-2021	\$ 3,145,795,385	\$ -	\$ 3,145,795,385
2021-2022	\$ 2,837,752,505	\$ -	\$ 2,837,752,505
2022-2023 ¹⁴	\$ 2,896,071,526	\$ -	\$ 2,896,071,526
Total	\$52,352,259,884	\$2,533,400,000	\$54,885,659,884

Class Size Compliance Calculation

The Department of Education (DOE) calculates compliance with class size maximums for traditional schools, charter schools, and district-operated schools of choice using data from the October student membership survey (Survey 2). Prior to the survey, the DOE allows school districts and charter schools to participate in the class size trial runs occurring in September. The class size trial runs allow school districts and charter schools the opportunity to reduce data

¹² Sections 1013.735 and 1013.737, F.S.

¹³ Florida Department of Education, Finance, Budget, *Class Size*, <https://www.fldoe.org/finance/budget/class-size/> (last visited April 06, 2023).

¹⁴ Florida Department of Education, *2022-23 FEFP Third Calculation* (January 17, 2023), available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/2223FEFPThirdCalc.pdf>.

reporting errors or appropriately adjust class schedules to be within the class size maximum requirements before Survey 2.¹⁵

During the Survey 2 reporting window, the DOE provides a number of class size calculation reports that allow school districts and charter schools to view class size calculations at the classroom and school levels. The final class size calculation reports are created at the close of the Survey 2 reporting window and are used to determine compliance at the classroom level for traditional schools, compliance by grade group at the school-level average for charter schools and district-operated schools of choice,¹⁶ and conduct initial penalty calculations.

A memorandum is sent from the DOE to notify school districts and charter schools of class size compliance and the details of the process and timeline for appeals, as well as a follow-up memorandum with the pre-appeals initial reduction calculation. School districts and charter schools are able to submit an appeal regarding the class size compliance findings by the DOE. The DOE then performs a post-appeals alternate reduction calculation.¹⁷

Class Size Reduction Penalty Calculation

The DOE is required to reduce class size categorical funding for school districts and charter schools that are out of compliance with class size requirements. The penalty is calculated at the classroom level for traditional public schools¹⁸ and at the school level for charter schools,¹⁹ district-operated schools of choice,²⁰ schools of excellence,²¹ innovation schools of technology,²² and schools participating in the Principal Autonomy Program Initiative.²³ The DOE must calculate the penalty for traditional public schools out of compliance as follows:

Step 1: Identify, for each grade group, the number of classrooms that exceed the maximum and the total number of students which exceeds the maximum for all classes.

Step 2: Determine the number of full-time equivalent (FTE) students which exceeds the maximum for each grade group.

Step 3: Multiply the total number of FTE students over the maximum for each grade group by the district's FTE dollar amount of the class size reduction operating categorical allocation for that year and calculate the total for all three grade groups.

¹⁵ Florida Department of Education, *Intro to Class Size Reporting, Presentation at the FAMIS Summer Conference* (June 30, 2020), available at https://famisonline.org/wp-content/uploads/2020/06/Intro_to_Class_Size_Reporting.pdf.

¹⁶ The DOE reported for FY 2022-2023 that there are 9,842 traditional public school classrooms, 700 charter schools, 6 lab schools, and 2,952 district-operated schools of choice. Florida Department of Education, *Memorandum: 2022-23 School Class Size Compliance and Timeline for Appeals* (January 4, 2023), available at <https://www.fldoe.org/core/fileparse.php/7603/urlt/2223SchClassSizesProTimeLineAppeals.pdf>.

¹⁷ Florida Department of Education, *Class Size Reduction – Memorandums*, <https://www.fldoe.org/finance/budget/class-size-reduction-memorands.shtml> (last visited March 21, 2023).

¹⁸ Section 1003.03(4), F.S.

¹⁹ Section 1002.33(16), F.S.

²⁰ Section 1002.31(5), F.S.

²¹ Section 1003.631(2), F.S.

²² Section 1002.451(5), F.S.

²³ Section 1011.6202(3)(b), F.S.

Step 4: Multiply the total number of FTE students over the maximum for all classes by an amount equal to 100 percent of the base student allocation adjusted by the district cost differential.²⁴

A school district's class size reduction operating categorical allocation is then reduced by an amount equal to the sum of the calculations in Steps 3 and 4.²⁵ The amount of funds reduced is the lesser of the DOE's calculation or the undistributed balance of the school district's class size reduction categorical allocation.

The district-operated schools of choice and charter school reductions are calculated using the same methodology as traditional public schools, except that compliance is measured at the school-level average. The district-operated schools of choice and charter school reduction calculations are independent of each other and of the traditional public school reduction calculation. The amount of funds reduced for a school district is the lesser of the sum of the reduction amounts for traditional public schools, district-operated schools of choice and charter schools, or the undistributed balance of the district's class size categorical allocation.

If a district made appropriate efforts to reduce class sizes but still failed to achieve compliance or an emergency caused noncompliance, the Commissioner of Education (commissioner) is authorized to recommend an alternative transfer amount for approval by the Legislative Budget Commission. Once the reduced amount is determined, the commissioner must prepare a reallocation of funds, made available as a bonus to districts that have fully met the class size requirements by calculating an amount that is up to five percent of the base student allocation multiplied by the total district FTE students. The reallocation total may not exceed 25 percent of the total funds reduced.²⁶

²⁴ Section 1003.03(4), F.S.

²⁵ Section 1003.03(5)(a), F.S.

²⁶ Section 1003.03(4), F.S.

The table below shows the history for the calculated initial reduction, the adjusted reduction post appeals, and the reallocations of funds for schools in compliance.²⁷

History of Class Size Transfer and Reallocation Calculations For Traditional Schools, Charter Schools, and District-Operated Schools of Choice									
Fiscal Year	Initial Reduction			Reduction Adjusted			Reallocation for Schools in Compliance		
	Traditional Schools	Charter Schools	District-Operated Schools of Choice	Traditional Schools	Charter Schools	District-Operated Schools of Choice	Traditional Schools	Charter Schools	District-Operated Schools of Choice
2003-04	\$21,488,179	\$0		\$1,479,948	\$0				
2004-05	\$11,354,475	\$0		\$1,076,719	\$0				
2005-06	\$5,222,735	\$0		\$496,059	\$0				
2006-07	\$7,836,834	\$6,831,504		\$3,273,943	\$2,724,878				
2007-08	\$5,330,411	\$802,515		\$333,302	\$194,836				
2008-09	\$1,396,108	\$0		\$0	\$0				
2009-10	\$1,912,030	\$0		\$267,263	\$0				
2010-11	\$40,795,637	\$2,292,191		\$31,305,124	\$355,539		\$7,826,281	\$88,885	
2011-12	\$58,749,605	\$3,921,323		\$43,407,465	\$652,851		\$10,851,866	\$163,213	
2012-13	\$26,965,789	\$1,570,397		\$22,698,784	\$431,345		\$5,674,696	\$107,836	
2013-14	\$12,674,357	\$835,448	\$1,129,183	\$9,558,513	\$204,863	\$475,592	\$2,389,628	\$51,216	\$118,898
2014-15	\$11,306,609	\$2,789,830	\$421,513	\$1,260,083	\$562,397	\$177,347	\$315,021	\$140,599	\$44,337
2015-16	\$2,302,910	\$3,763,908	\$927,533	\$921,429	\$816,147	\$194,578	\$230,357	\$204,037	\$48,645
2016-17	\$2,562,990	\$5,075,827	\$305,915	\$724,620	\$859,117	\$115,534	\$181,155	\$214,779	\$28,884
2017-18	\$232,550	\$2,242,009	\$395,563	\$123,955	\$1,170,120	\$64,684	\$30,989	\$292,530	\$16,171
2018-19	\$1,092,986	\$617,981	\$844,802	\$392,103	\$133,435	\$653,264	\$98,026	\$33,359	\$163,316
2019-20	\$633,808	\$1,352,176	\$956,440	\$50,723	\$0	\$240,200	\$12,681	\$0	\$60,050
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	\$603,517	\$1,903,769	\$8,030,525	\$113,701	\$51,755	\$945,293	\$28,425	\$12,939	\$236,323

Districts and charter schools that fail to comply with class size requirements must submit a plan to the commissioner by February 1, which describes the actions that they will take in order to be in compliance by October of the following year. For districts and charter schools that submit the plan by the required deadline, 75 percent of the funds remaining after the reallocation calculation for schools in compliance must be added back to the district's class size categorical allocation based on each qualifying district's proportion of the total reduction for all qualifying districts for which a reduction was calculated. The amount added back may not be greater than the amount that was reduced.²⁸

²⁷ Florida Department of Education, Class Size Reduction – Memorandums, <https://www.fldoe.org/finance/budget/class-size/class-size-reduction-memorums.shtml> (last visited April 06, 2023).

²⁸ Section 1003.03(4)(e), F.S.

Assistance to Transitioning Students from Military Families

Children in active duty military families face unique educational challenges. The average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements.

The Interstate Compact on Educational Opportunity for Military Children (Compact) assists member states in uniformly addressing educational transition issues faced by active duty military families. The Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact work to coordinate graduation requirements, transfer of records and course placement and other administrative policies. The Compact was developed by the Council of State Governments in cooperation with the U.S. Department of Defense (DOD).²⁹

Additionally, the Legislature recognizes the challenges faced by military students and requires the DOE to assist in the transition of these students in military families by:

- Improving the timely transfer of records;
- Developing systems to ease student transition during the first two weeks of enrollment;
- Promoting practices that foster access to extracurricular programs;
- Establishing procedures to lessen the adverse impact of moves;
- Encouraging or continuing partnerships between the military base and the school system;
- Providing services for transitioning students when applying to and finding funding for postsecondary study; and
- Providing other assistance as identified by the department, school, and military personnel.

The DOE is further required to facilitate the development and implementation of memoranda of agreement between school districts and military installations that address strategies for assisting students who are the children of active duty military personnel in the transition to Florida schools.

The DOE also provides for special accommodations to students of military families transitioning between schools. A dependent child of active duty military personnel who meets the eligibility criteria for a special academic program at a public school is given preference for admission even if the program is offered through a different public school than the school at which the student would be assigned.

Further, a student whose parent is transferred or is pending a transfer to a military installation within a school district pursuant to a military order is considered a resident of the school district for purposes of enrollment at the point in time in which the order is submitted to the district and is given preferential treatment in the controlled open enrollment process.³⁰

²⁹ Council of State Governments, *Interstate Compact on Education Opportunity for Military Children*, <https://www.dodea.edu/partnership/interstatecompact.cfm> (last visited April 06, 2023).

³⁰ Section 1003.05, F.S.

III. Effect of Proposed Changes:

The bill amends s. 1003.03, F.S., to repeal the class size reduction penalty calculation for schools exceeding the class size maximums. However, the bill maintains the requirement that the Department of Education monitors compliance and requires a compliance plan for any school that exceeds class size maximums based on the October student membership survey.

The bill amends s. 1003.05, F.S., to require that a student whose parent is active duty military personnel and who meets the eligibility criteria for special academic programs offered through public schools, must be enrolled in such a program if the student's parent is transferred to the state during the school year.

The bill also provides that a student whose parent is on active military duty and is transferred within the state after the controlled open enrollment window can enroll in any school within the school district.

The bill is effective July 1, 2023.

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 impact on state revenues or expenditures. The revisions the bill makes to the class size reduction penalty would have a positive impact on school districts and charter schools that exceed the class size maximums by eliminating the penalty assessed against such schools.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends sections 1003.03 and 1003.05 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 Pre-K -12 on March 27, 2023:

The committee substitute retains the requirements in the bill regarding dependent children of active duty military personnel. The committee substitute also:

- Repeals the class size reduction penalty calculation.
- Maintains the requirement that the Department of Education monitors compliance and requires a compliance plan for any school that exceeds class size limitations based on the October student membership survey.

B. Amendments:

None.

By the Committee on Education Pre-K -12; and Senator Wright

581-03089-23

20231236c1

A bill to be entitled

An act relating to K-12 education; amending s.

1003.03, F.S.; deleting a specified reduction

calculation for certain school district funding for

school districts that fail to meet certain class size

requirements; conforming provisions to changes made by

the act; amending s. 1003.05, F.S.; providing that

certain dependent children of active duty military

personnel must be enrolled in certain programs;

authorizing certain students of military personnel to

enroll in any school within this state under certain

circumstances; providing an effective date.

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

Section 1. Subsection (4) of section 1003.03, Florida Statutes, is amended to read:

1003.03 Maximum class size.—

(4) ACCOUNTABILITY.—

~~(a) If the department determines that the number of students assigned to any individual class exceeds the class size maximum, as required in subsection (1), based upon the October student membership survey, the department shall:~~

~~1. Identify, for each grade group, the number of classes in which the number of students exceeds the maximum and the total number of students which exceeds the maximum for all classes.~~

~~2. Determine the number of FTE students which exceeds the maximum for each grade group.~~

~~3. Multiply the total number of FTE students which exceeds~~

581-03089-23

20231236c1

~~the maximum for each grade group by the district's FTE dollar amount of the class size categorical allocation for that year and calculate the total for all three grade groups.~~

~~4. Multiply the total number of FTE students which exceeds the maximum for all classes by an amount equal to 50 percent of the base student allocation adjusted by the district cost differential for each of the 2010-2011 through 2013-2014 fiscal years and by an amount equal to the base student allocation adjusted by the district cost differential in the 2014-2015 fiscal year and thereafter.~~

~~5. Reduce the district's class size categorical allocation by an amount equal to the sum of the calculations in subparagraphs 3. and 4.~~

~~(b) The amount of funds reduced shall be the lesser of the amount calculated in paragraph (a) or the undistributed balance of the district's class size categorical allocation. The Florida Education Finance Program Appropriation Allocation Conference shall verify the department's calculation in paragraph (a). The commissioner may withhold distribution of the class size categorical allocation to the extent necessary to comply with paragraph (a).~~

~~(c) In lieu of the reduction calculation in paragraph (a), if the Commissioner of Education has evidence that a district was unable to meet the class size requirements despite appropriate efforts to do so or because of an extreme emergency, the commissioner may recommend by February 15, subject to approval of the Legislative Budget Commission, the reduction of an alternate amount of funds from the district's class size categorical allocation.~~

581-03089-23

20231236c1

~~(d) Upon approval of the reduction calculation in paragraphs (a)-(c), the commissioner must prepare a reallocation of the funds made available for the districts that have fully met the class size requirements. The funds shall be reallocated by calculating an amount of up to 5 percent of the base student allocation multiplied by the total district FTE students. The reallocation total may not exceed 25 percent of the total funds reduced.~~

~~(e) Each district that has not complied with the requirements in subsection (1), based on the October student membership survey, shall submit to the commissioner by February 1 a plan certified by the district school board that describes the specific actions the district will take in order to fully comply with the requirements in subsection (1) by October of the following school year. If a district submits the certified plan by the required deadline, the funds remaining after the reallocation calculation in paragraph (d) shall be added back to the district's class size categorical allocation based on each qualifying district's proportion of the total reduction for all qualifying districts for which a reduction was calculated in paragraphs (a)-(c). However, no district shall have an amount added back that is greater than the amount that was reduced.~~

~~(f) The department shall adjust school district class size reduction categorical allocation distributions based on the calculations in paragraphs (a)-(c).~~

Section 2. Subsections (3) and (4) of section 1003.05, Florida Statutes, are amended to read:

1003.05 Assistance to transitioning students from military families.—

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20231236c1

(3) (a) Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools:

1. Shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned.

2. Must be enrolled in such programs if the student's parent is transferred to the state during the school year.

(b) If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, advanced placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

(4) A student whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and shall be provided preferential treatment in the controlled open enrollment process of the school district pursuant to s. 1002.31. A student whose parent is transferred within this state after the controlled open enrollment window may enroll in any school within this state.

Section 3. This act shall take effect July 1, 2023.



The Florida Senate

Committee Agenda Request

To: Senator Keith Perry, Chair
Appropriations Committee on Education

Subject: Committee Agenda Request

Date: March 27, 2023

I respectfully request that **Senate Bill 1236**, relating to Class Size, be placed on the:

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

Thank you for your consideration.

A handwritten signature in cursive script that reads "Tom A. Wright".

Senator Tom A. Wright
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 Committee on Education

BILL: SB 1272

INTRODUCER: Senator Simon and others

SUBJECT: Educational Grants

DATE: March 20, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahkne	Bouck	HE	Favorable
2.	Gray	Elwell	AED	Favorable
3.			AP	

I. Summary:

SB 1272 creates a postsecondary educational grant under the William L. Boyd, IV, Effective Access to Student Education (EASE) Grant Program. Specifically, the bill requires the Florida Department of Education (DOE) to issue a grant to any full-time degree-seeking undergraduate student registered at an independent nonprofit university who was formerly eligible for the Access to Better Learning and Education (ABLE) Grant Program, is accredited by the Higher Learning Commission, has been located in Florida for more than 20 years, and offers specified nursing programs at its Florida campus.

The bill requires the DOE to issue a grant to any full-time degree-seeking undergraduate student registered at an independent for-profit college or university located in and chartered by Florida, is accredited by an accrediting agency or association recognized by the database created and maintained by the United States Department of Education, was licensed by the DOE, and has Level 6 accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools.

The bill requires institutions wanting to participate to provide a one-time notice to the DOE and prescribes criteria for participating institutions.

Additionally, the bill provides that an institution participating in the grant program is not subject to the jurisdiction or purview of the Commission on Independent Education.

The bill has could have a significant negative fiscal impact. See Section V – Fiscal Impact Statement.

The bill takes effect upon becoming law.

II. Present Situation:

William L. Boyd, IV, Effective Access to Student Education (EASE) Tuition Assistance Grant Program

The William L. Boyd, IV, Effective Access to Student Education (EASE) program¹ provides tuition assistance to Florida undergraduate students attending an eligible private, non-profit Florida college or university. The program is not related to a student's financial need or other criteria upon which financial aid programs are based. The program is administered by the Department of Education (DOE) with the following parameters:

- Student initial eligibility requirements:
 - Must be a resident of Florida and meet the eligibility requirements for receipt of state aid.
 - Must be enrolled as a full-time undergraduate student at an eligible college or university in a program of study leading to a baccalaureate degree.²
 - Must not be enrolled in a program of study leading to a degree in theology or divinity.
 - Must be making satisfactory academic progress as defined by the State Board of Education.
 - Must not have completed more than 110 percent of the degree program in which the student is enrolled.
- Institutional eligibility requirements:
 - Must be an independent nonprofit college or university.
 - Must be located in and chartered by the state of Florida.
 - Must be accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - Must grant baccalaureate degrees.
 - Must not be a state university or Florida College System (FCS) institution.
 - Must have a secular purpose, so long as the receipt of state aid by students at the institution would not have the primary effect of advancing or impeding religion or result in an excessive entanglement between the state and any religious group.

Funding for the EASE program is provided for in the General Appropriations Act (GAA).³ In fiscal year (FY) 2022-2023, the Legislature appropriated \$75,410,000 for the EASE program to support 37,705 eligible students with a maximum award amount per student of \$2,000 in tuition assistance.⁴

During the 2021 Regular Session, the Legislature required an institution which receives EASE funding to submit an accountability report to the DOE by September 1 of each year. The report must, at a minimum, report the following performance metrics:

- Access rate based upon percentage of Pell-eligible students.
- Affordability rate based upon average student loan debt; federal, state, and institutional financial assistance; and average tuition and fees.

¹ Ch. 2002-387, s. 471, Laws of Fla. The EASE program was formerly known as the Florida Resident Access Grant (FRAG).

² The student may not have previously received a baccalaureate degree. Florida Department of Education, Office of Student Financial Assistance, *EASE 2022-23 End of Year Fact Sheet*, at 1, available at <https://www.floridastudentfinancialaidsg.org/PDF/factsheets/EASE.pdf>.

³ Section 1009.89, F.S. See also Rule 6A-20.007, F.A.C.

⁴ Specific Appropriation 58, ch. 2022-156, s. 2, Laws of Fla.

- Graduation rate.
- Retention rate.
- Postgraduate employment or continuing education rate.⁵

The DOE is required to provide recommendations regarding minimum performance standards an institution must meet to remain eligible to receive EASE funding.⁶ By October 1 of each year, the DOE must submit a report to the chair of the House Appropriations Committee, the chair of the Senate Appropriations Committee, and the Governor's Office of Policy and Budget on the performance of eligible institutions and the institutions which have not met the minimum performance standards recommended by the DOE.⁷

The Access to Better Learning and Education (ABLE) Tuition Assistance Grant Program

In 2003, the Legislature established the Access to Better Learning and Education (ABLE) Tuition Assistance Grant Program (ABLE or grant program) within the DOE.⁸ The grant program provided tuition assistance to Florida undergraduate students at eligible institutions until its repeal by the Legislature in 2021.⁹ Previously under ABLE, eligible Florida undergraduate students attending an eligible private, for-profit Florida college or university or an eligible non-profit college or university were eligible for tuition assistance. The program was not related to a student's financial need or other criteria upon which financial aid programs are based. The grant program was administered by the DOE with the following institutional eligibility requirements:

- For-profit college or university:
 - Must be located in and chartered by the state of Florida.
 - Must be accredited by the SACSCOC.
- Nonprofit college or university:
 - Must be chartered out of the state.
 - Must have been located in the state for 10 years or more.
 - Must be accredited by one of the following: SACSCOC, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, or the New England Association of Colleges and Schools.
 - Must grant baccalaureate degrees.
 - Must not be a state university or FCS institution.
 - Must have a secular purpose, so long as the receipt of state aid by students at the institution would not have the primary effect of advancing or impeding religion or result in an excessive entanglement between the state and any religious group.¹⁰

In the FY 2020-21 GAA, the Legislature appropriated \$5,025,729 for ABLE to support 1,769 eligible students with an average award amount per student of \$2,841 in tuition assistance.¹¹

⁵ Ch. 2021-46, s. 4, Laws of Fla., *codified at* s. 1009.89(5)(c), F.S.

⁶ Section 1009.89(5)(c), F.S. (flush left provision at the end of the subparagraph)

⁷ Section 1009.89(5)(d), F.S.

⁸ Ch. 2003-65, s. 1, Laws of Fla., *codified at* s. 1009.891, F.S.

⁹ Ch. 2021-46, s. 5, Laws of Fla.

¹⁰ Section 1009.891(3), F.S. (2020) repealed ch. 2021-46, s. 5, Laws of Fla.

¹¹ Specific Appropriation 64, ch. 2020-111, s. 2, Laws of Fla.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The mission of the SACSCOC is the enhancement of education quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students.¹²

Accreditation by SACSCOC signifies that the institution has a mission appropriate to higher education, has resources, programs, and services sufficient to accomplish and sustain that mission, and maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Classified according to the highest degree offered, SACSCOC member institutions are placed into one of the following six categories:

- Level I – Associate
- Level II – Baccalaureate
- Level III – Master
- Level IV – Educational Specialist
- Level V – Doctorate (3 or fewer programs)
- Level VI – Doctorate (4 or more programs)¹³

Higher Learning Commission (HLC)

The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. The HLC accredits degree-granting postsecondary educational institutions in 19 member states.¹⁴ The mission of the HLC is to Advance the common good through quality assurance of higher education as the leader in equitable, transformative, and trusted accreditation in the service of students and member institutions.¹⁵

Accreditation by the HLC signifies that the institution has a mission that is publicly articulated and operationalized throughout the institution, demonstrates a commitment to the public good,

¹² SACSCOC, *About SACSCOC*, <https://sacscoc.org/> (last visited March 29, 2023).

¹³ SACSCOC, *The Principles of Accreditation: Foundations for Quality Enhancement* (December 2017), available at <https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>.

¹⁴ Board of Governors, *Draft of Accreditation Overview, Presentation to the Board of Governors Strategic Planning Committee* (June 29, 2022), available at https://www.flbog.edu/wp-content/uploads/2022/06/SPC_03_Accrediting_Overview_CE.pdf. The HLC lists members in the following 19 states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

¹⁵ HLC, *About the Higher Learning Commission*, <https://www.hlcommission.org/About-HLC/about-hlc.html> (last visited March 10, 2023).

and provides opportunities for civic engagement in a diverse, multicultural society and globally connected world.¹⁶

III. Effect of Proposed Changes:

SB 1272 creates s. 1009.521, F.S., to establish a postsecondary education grant pursuant to the William L. Boyd, IV, Effective Access to Student Education (EASE) Grant Program.

The bill requires the Florida Department of Education (DOE) to issue a grant to any full-time degree-seeking undergraduate student registered at an independent nonprofit university who, as of January 1, 2021, was eligible for the former Access to Better Learning and Education (ABLE) Grant Program, is accredited by the Higher Learning Commission, has been located in Florida for more than 20 years, and offers nursing programs at its Florida campus which include:

- Licensed practical nurse (LPN).
- Registered Nurse (RN), including an associate of science in nursing (ASN) and Bachelor of Science in nursing (BSN).
- Accelerated BSN.
- Practical nurse bridge to ASN.
- Practical nurse bridge to BSN.

The bill requires the DOE to issue a grant to any full-time degree-seeking undergraduate student registered at an independent for-profit college or university located in and chartered by Florida, is accredited by an accrediting agency or association recognized by the database created and maintained by the United States Department of Education, was licensed by the DOE on or before October 1, 2021, and has Level 6 accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC).

Herzing University and Columbia College are independent nonprofit universities that are accredited by HLC, have been located in Florida for over 20 years, and offer the required nursing programs at a campus in Florida. South College is an independent for-profit college located in and chartered by Florida, licensed by the DOE, and has a Level 6 SACSCOC accreditation.

The bill specifies that the institution must have a secular purpose and that the receipt of state aid by a student at the institution should not have the primary effect of promoting or inhibiting any religion, nor should it lead to an excessive involvement or entanglement between the state and any religious organization.

The bill requires institutions wanting to qualify for funding for the grant program to provide a one-time option written notice to participate to the DOE on or before September 1, 2023. Participating institutions are required to comply with the statutory funding requirements for the EASE grant program, except the requirement to reduce a grant if the combined amount of all of the student's grants and scholarships for tuition or fees exceeds the amount charged to the student for tuition and fees.

¹⁶ HLC, Policy Title: Criteria for Accreditation, <https://www.hlcommission.org/Policies/criteria-and-core-components.html> (last visited March 10, 2023).

Additionally, the bill provides that an institution participating in the grant program is not subject to the jurisdiction or purview of the Commission on Independent Education (CIE). Therefore, the institution would not be required to be licensed by the CIE.

The bill takes effect upon becoming law.

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 bill may provide cost savings to eligible students by way of tuition assistance for those students who are enrolled in an eligible postsecondary institution which be eligible to participate in this postsecondary educational grant pursuant to the Effective Access to Student Education (EASE) grant program.

C. Government Sector Impact:

The bill could have a significant negative fiscal impact on state revenue and expenditures. The bill expands the eligibility for the Effective Access to Student Education (EASE) grant program. The effects of this bill allow for an additional estimated 800 eligible students, which would be an additional cost of approximately \$3.5 million from the general revenue fund. The funds for this program are appropriated in the General Appropriations Act, if the addition is left unfunded, award amounts would be prorated.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1009.521 of the Florida Statutes.

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 Simon

3-01157A-23

20231272__

A bill to be entitled

An act relating to educational grants; creating s. 1009.521, F.S.; providing education grants under the William L. Boyd, IV, Effective Access to Student Education Grant Program to certain students who were eligible as of a specified date to receive grants under the former Access to Better Learning and Education Grant Program; providing education grants to students at for-profit colleges or universities under certain conditions; prescribing criteria for participating institutions; requiring that institutions that wish to participate provide notice to the Department of Education by a certain date; requiring that such institutions comply with specified provision; providing that participation in the grant program does not subject institutions to certain licensure requirements or the jurisdiction of a specified organization; providing an effective date.

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

Section 1. Section 1009.521, Florida Statutes, is created to read:

1009.521 Educational grants to former eligible tuition assistance grant students.—

(1)(a) The department shall issue a grant pursuant to s. 1009.89 to any full-time degree-seeking undergraduate student registered at an independent nonprofit university who, as of January 1, 2021, was eligible for the Access to Better Learning

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3-01157A-23

20231272__

and Education Grant Program, as created by former s. 1009.891, if such university has been located in this state for more than 20 years; offers nursing programs at its Florida campus which include licensed practical nurse (LPN), registered nurse (RN), including associate of science in nursing (ASN) and bachelor of science in nursing (BSN), accelerated BSN, practical nurse bridge to ASN, and practical nurse bridge to BSN; and is accredited by the Higher Learning Commission.

(b) The department shall issue a grant pursuant to s. 1009.89 to any full-time degree-seeking undergraduate student registered at an independent for-profit college or university located in and chartered by this state, accredited by an accrediting agency or association recognized by the database created and maintained by the United States Department of Education, was licensed by the department on or before October 1, 2021, and has Level 6 accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools.

(c) An institution that meets the criteria specified in paragraph (a) or paragraph (b) may not be a state university or Florida College System institution. In addition, the institution must have a secular purpose, and the receipt of state aid by students at the institution may not have the primary effect of advancing or impeding religion or result in an excessive entanglement between the state and any religious sect.

(d) To qualify for funding under this section, an institution must exercise a one-time option to participate by notifying the department, in writing, of its decision to participate on or before September 1, 2023, and must comply with s. 1009.89(5)(a) and (c).

Page 2 of 3

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20231272__

59 (2) Notwithstanding any other law, an institution
60 participating in the grant program under this section is not
61 subject to the jurisdiction or purview of the Commission for
62 Independent Education and is not required to obtain licensure as
63 provided in part III of chapter 1005.

64 Section 2. This act shall take effect upon becoming a law.



The Florida Senate

Committee Agenda Request

To: Senator Keith Perry, Chair
Appropriations Committee on Education

Subject: Committee Agenda Request

Date: March 15, 2023

I respectfully request that **Senate Bill # 1272**, relating to Educational Grants, be placed on the:

- ☐ Committee agenda at your earliest possible convenience.
- ☒ Next committee agenda.

Corey Simon

Senator Corey Simon
Florida Senate, District 3

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

4-18-23
Meeting Date

Ed Approps
Committee

1272
Bill Number or Topic

Amendment Barcode (if applicable)

Name DAVID CASERTA Phone 305-401-3006

Address 15165 NW 77th Ave #1001 Email Fla.government@AOL.com
Street

Miami Lakes Fla 33014
City State Zip

Speaking: ☐ For ☐ Against ☐ Information **OR** Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf flsenate.gov](#)

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

Meeting Date

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Phone

Address

Email

Street

City

State

Zip

Speaking:

☒ For

☐ Against

☐ Information

OR

Waive Speaking:

☐ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

South College

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2021 Joint Rules.pdf](#) [flsenate.gov](#)

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

S-001 (08/10/2021)

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 Committee on Education

BILL: CS/SB 1430

INTRODUCER: Appropriations Committee on Education and Senator Avila

SUBJECT: Education

DATE: April 20, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Sagues</u>	<u>Bouck</u>	<u>ED</u>	Favorable
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	Fav/CS
3.	<u> </u>	<u> </u>	<u>FP</u>	<u> </u>

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1430 adds and revises a number of requirements relating to teacher preparation programs, educator certification, and teacher and administrator professional development.

The bill modifies Florida's teacher preparation programs by:

- Requiring each educator preparation institute (EPI) to include scientifically based reading instruction, content literacy, and mathematical practices for each subject identified on the statement of eligibility or temporary certificate; and requiring EPI candidates to demonstrate competency and participate in field experiences that are relevant to their individual educational plan;
- Expanding initial teacher preparation programs' core curricula to include instructional practices to support effective, research-based assessment and grading practices aligned to the state's academic standards; and
- Separating, and renaming Professional Learning Certification Programs and Professional Education Competency Programs; and providing the State Board of Education with rulemaking authority to establish the criteria for the review and approval of Professional Learning Certification Programs.

The bill modifies teacher training by requiring a system-wide shift from professional development to professional learning by:

- Defining the requirements for professional learning;
- Requiring all inservice activities to meet specific criteria;

- Requiring external professional learning providers to meet specific criteria;
- Authorizing administrators' to visit and observe classroom teachers throughout the year to provide mentorship, training, instructional feedback, or professional learning;
- Requiring the DOE to create a high-quality marketplace to aid in the identification of high-quality programs and resources; and requiring the DOE to review and approve professional learning systems every 5 years.

The bill modifies educator certification requirements by:

- Extending the temporary teaching certificate from 3 years to 5 years and limits the certificate to a one-time, non-renewable issuance; and expands eligibility for temporary certification to candidates who are currently enrolled in a state-approved teacher preparation program and meet certain requirements.
- Requires all personnel under a temporary certificate to demonstrate mastery of general knowledge, rather than just classroom teachers.
- Limits the personnel who must demonstrate professional preparation and education competence to classroom teachers and school administrators.

The bill also includes a number of other provisions relating to K-12 public schools:

- One credit in practical arts required for high school graduation is replaced by one credit in career and technical education.
- The bill adds an additional measure to the school grades formula to include student results on the grade 3, standardized English Language Arts (ELA) assessment.
- To increase access to CAPE certificates or certifications the bill removes the cap of 0.1 FTE earned within the same fiscal year by elementary and middle grades students.
- Provides updates to the Florida Partnership for Minority and Underrepresented Student Achievement, such as including access to the Classical Learning Test.
- Authorizes the Classical Learning Test as an option for districtwide administration for 11th graders.
- Adds Advanced Courses as an articulated acceleration mechanism.
- Adds additional FTE for students earning a specified score on Advanced Courses.
- Provides teacher bonus structure for students passing Advanced Courses.
- The bill expands the schools that may receive funds under the Turnaround School Supplemental Services Allocation, removes the four-year maximum limitation for school eligibility for the program, and specifies the allocation must be based on actual student enrollment from the October FTE survey.
- The Teachers Classroom Supply Assistance Program is amended to require the DOE to administer a competitive procurement through which classroom teachers may purchase classroom materials and supplies.

The bill revises requirements of postsecondary institutions by:

- Requiring the institution under the jurisdiction of the Commission on Education that solicits enrollment to provide in writing certain information to the prospective student.
- Authorizing the commission to examine an investigate affairs related to unfair or deceptive practices.
- Creates s. 1005.11, F.S., Accountability for institution licensed by the Commission for Independent Education.

- Creates s. 1005.335, F.S., Accreditation requirements and programmatic licensure.
- Creates s. 1005.345, F.S., Assurance of financial stability, authorizing the commission to require an institution to provide assurance to financial stability.

The bill appropriates \$600,000 in recurring funds from the Institutional Assessment Trust Fund.

The fiscal impact of the bill is indeterminate, however, the bill may have a significant negative impact on state revenues or expenditures. See Section V.

The bill has an effective date of July 1, 2023.

II. Present Situation:

The Present Situation is presented under Section III, Effect of Proposed Changes.

III. Effect of Proposed Changes:

Teacher Preparation Programs

Present Situation

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.¹ State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.²

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain teaching credentials, including:

- Initial Teacher Preparation programs requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.
- Educator Preparation Institutes (EPIs) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge and mastery of professional preparation and education competence.
- District Professional Development Certification and Education Competency Programs: cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff

¹ Section 1004.04(1)(b), F.S.

² See Florida Department of Education (DOE), *Educator Preparation*, <https://www.fldoe.org/teaching/preparation/> (last visited Mar.22, 2023). See also rule 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.

can satisfy the mastery of professional preparation and education competence requirements.³ In addition to completing the district program, candidates must demonstrate mastery of general knowledge⁴ and subject area knowledge.⁵

Teacher Preparation Program Uniform Core Curricula

Each candidate enrolled in a teacher preparation program must receive instruction and be assessed on the uniform core curricula in his or her area of program concentration during course work and field experiences. A candidate for certification in a coverage area that includes reading instruction or interventions in kindergarten through grade six must successfully complete all competencies for a reading endorsement.⁶

The SBE must establish, in rule, uniform core curricula for each state-approved teacher preparation program including, but not limited to:

- Candidate instruction and assessment in the Florida Educator Accomplished Practices (FEAP) across content areas;
- The use of state-adopted content standards to guide curricula and instruction;
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students;
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners;
- Strategies appropriate for instruction of students with disabilities;
- Strategies to differentiate instruction based on student needs;
- Strategies and practices to support evidence-based content aligned to state standards and grading practices;
- Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support; and
- Strategies to support the use of technology in education and distance learning.⁷

In addition, before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area(s) of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area(s) of program concentration.⁸

³ Florida DOE, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Mar. 15, 2023). See also rule 6A-5.066, F.A.C.

⁴ See Florida DOE, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited Mar. 22, 2023).

⁵ Florida DOE, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Mar. 22, 2023).

⁶ Section 1004.04(2)(c), F.S.

⁷ Section 1004.04(2)(b), F.S.

⁸ Section 1004.04(2)(d), F.S.

Educator Preparation Institutes (EPIs)

Postsecondary institutions that are accredited or approved by the Department of Education (DOE) to award degrees and credits for educator certification may seek approval from the DOE to create EPIs for the purpose of providing all or any of the following:

- Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;
- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements;
- Instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- Instruction and professional development for part-time and full-time non-degreed teachers of career programs.⁹

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.¹⁰

Educator preparation institutes may offer competency-based certification programs specifically designed for non-education major baccalaureate degree holders to enable program participants to meet educator certification. The DOE must approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that includes each of the following:

- Participant instruction and assessment in the Florida Educator Accomplished Practices across content areas.
- The use of state-adopted student content standards to guide curriculum and instruction.
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
- Content literacy and mathematical practices.
- Strategies appropriate for instruction of English language learners.
- Strategies appropriate for instruction of students with disabilities.
- Strategies to differentiate instruction based on student needs.
- Strategies and practices to support evidence-based content aligned to state standards and grading practices.
- Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
- Strategies to support the use of technology in education and distance learning.
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in specified areas.

⁹ Section 1004.85(2)(a), F.S.

¹⁰ Section 1004.85(2)(b), F.S.

- Field experiences appropriate to the certification subject area.
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening and educator professional or temporary certification.¹¹

Continued program approval is determined by the Commissioner of Education (commissioner) based upon a periodic review of candidate readiness based on passage rates on educator certification examinations and evidence of performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments, results of program completers' annual evaluations, and workforce contributions.¹²

Each approved institute must submit annual performance evaluations to the DOE that measure the effectiveness of the programs, including the pass rates of participants on all examinations required for teacher certification, employment rates, longitudinal retention rates, and satisfaction surveys of employers and program completers. The satisfaction surveys must be designed to measure the sufficient preparation of the educator for the realities of the classroom and the institute's responsiveness to local school districts. These evaluations must be used by the DOE for purposes of continued approval of an EPI's certification program.¹³

Professional Development Certification and Education Competency Programs

School districts, charter schools and charter management organizations may offer a professional development certification program that must be approved by the DOE. The program must include:

- A minimum period of initial preparation before becoming the teacher of record;
- An option to collaborate with other agencies or educational entities for implementation;
- A teacher mentorship and induction component;
- An assessment of teaching performance aligned with the district's personnel evaluation system;
- Professional educational preparation content knowledge which must be included in the mentoring and induction activities;
- Required passing scores on the general knowledge, subject area and the professional education competency test; and
- Completion of all competencies for a reading endorsement for all candidates for certification in coverage areas that include reading instruction or interventions in kindergarten through grade 6.¹⁴

As required by law, the DOE adopted, effective January 1, 2018, standards for the approval of professional development certification programs, including standards for the teacher mentorship and induction component.¹⁵ The standards for the teacher mentorship and induction component must include:¹⁶

¹¹ Section 1004.85(3), F.S.

¹² Section 1004.85(4), F.S.

¹³ Section 1004.85(5), F.S.

¹⁴ Section 1012.56(8)(a)1.-7., F.S.

¹⁵ See rule 6A-5.066, F.A.C.

¹⁶ Section 1012.56(8)(c), F.S.

- Program administration and evaluation;
- Mentor roles, selection, and training;
- Beginning teacher assessment and professional development; and
- Teacher content knowledge and practices aligned to the FEAP.

Each school district, charter school, or charter management organization, wishing to provide a professional preparation and competency program must submit its program, including the teacher mentorship and induction component, to the DOE for approval.

Effect of Proposed Changes

The bill modifies s. 1004.04, F.S., to add strategies and practices to support effective, research based assessment and grading practices aligned to the state's academic standards to the list of uniform core curricula topics that must be included in teacher preparation programs.

The bill modifies s. 1004.85, F.S., to eliminate redundancy in EPI instruction provided to candidates that are already embedded in the FEAP and clarifies that candidates must demonstrate competency and participate in field experiences that are appropriate to his or her individual educational plan at the institute.

The bill requires that all state approved EPI programs cover scientifically based reading instruction, content literacy, and mathematical practices for each subject identified on the participant's statement of status of eligibility or temporary certificate.

The bill requires the SBE to adopt rules for the approval of EPIs, commissioner determination.

In addition, the bill separates, and renames the two alternative certification pathways offered by school districts, charter schools, and charter management organizations: Professional Learning Certification Programs and Professional Education Competency Programs:

- Professional Learning Certification Programs are developed by the DOE and include a teacher mentorship and induction component to ensure candidates receive timely coaching and feedback to improve practice. The bill provides for mentor activities to be routine and requires all professional learning to be in alignment with the professional learning criteria.
- Professional Education Competency Programs are developed by school districts by which members of the instructional staff may demonstrate mastery of professional preparation and educator competence as required by law. Each program must be based on classroom application of the FEAP and instructional performance and, for public schools, must be aligned with the district's evaluation system. The bill authorizes the commissioner to determine the continued approval of programs, based on the DOE's review of performance data, as a part of the periodic review of district professional learning systems.

Educator Certification

Present Situation

In order for a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.¹⁷ Persons seeking employment at a public school as a school supervisor, principal, teacher, library media specialist, counselor, athletic coach, or in another instructional capacity must be certified.¹⁸ The purpose of certification is to require school-based personnel to “possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools.”¹⁹

To be eligible for an educator certificate, an individual must meet the following eligibility requirements:

- Be at least 18 years of age;
- Sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- Earn a bachelor’s or higher degree from an accredited institution of higher learning²⁰ or from a nonaccredited institution identified by the DOE as having a quality program resulting in a bachelor’s or higher degree;²¹
- Submit to fingerprinting and background screening and not have a criminal history that requires the applicant’s disqualification from certification or employment;
- Be of good moral character; and
- Be competent and capable of performing the duties, functions, and responsibilities of a teacher.²²

After meeting eligibility requirements, an individual may choose a certification route. The DOE issues three types of educator certificates:

- Professional Certificate: Florida’s highest type of full-time educator certification;²³ valid for 5 years and renewable.²⁴

¹⁷ Sections 1012.55(1) and 1002.33(12)(f), F.S.

¹⁸ Sections 1012.55(1)(b), F.S.

¹⁹ Section 1012.54, F.S.; see rule 6A-4.001(1), F.A.C.

²⁰ Section 1012.56(2)(c), F.S.; rule 6A-4.003(1), F.A.C. (approved accrediting agencies); see also 34 C.F.R. ss. 602.1-602.50; U.S. Department of Education, *Institutional Accrediting Agencies*, https://www2.ed.gov/admins/finaid/accred/accreditation_pg3.html#RegionalInstitutional (last visited Mar. 15, 2023).

²¹ Section 1012.56(2)(c), F.S.; rule 6A-4.003(2), F.A.C. (criteria for approval of nonaccredited institutions of higher learning). Section 1012.56(2)(c), F.S.

²² Section 1012.56(2)(a)-(f), F.S.

²³ Rule 6A-4.004(3), F.A.C.

²⁴ Section 1012.56(7)(a), F.S.; see rule 6A-4.0051(3)(d), F.A.C. (validity period is expressed as 5 years from July 1 of the school fiscal year). The DOE also issues a nonrenewable 5-year professional certificate that allows an applicant with a bachelor’s degree in the area of speech-language impairment to complete a master’s degree in speech-language impairment. Section 1012.56(7)(c), F.S.; rule 6A-4.004(4), F.A.C.

- Temporary Certificate: covers employment in full-time positions for which educator certification is required;²⁵ generally valid for 3 years and nonrenewable.²⁶
- Athletic Coaching Certificate: covers full-time and part-time employment as a public school athletic coach;²⁷ includes two types of athletic coaching certificates – one is valid for 5 years and may be issued for subsequent 5-year periods while the other is valid for 3 years and may be issued only once.²⁸

An applicant seeking a professional certification must:

- Meet the basic eligibility requirements for certification;
- Demonstrate mastery of general knowledge, if the person serves as a classroom teacher;
- Demonstrate mastery of subject area knowledge; and
- Demonstrate mastery of professional preparation and education competence.²⁹

A professional certificate is renewable for successive periods of 5 years³⁰, but may be extended by:

- One year due to serious illness or injury of the applicant or other extraordinary extenuating circumstances; or
- A period of time equal to the active duty status for any person who volunteers or is called into wartime or required peacetime military service.³¹

An applicant seeking a temporary certification must:

- Meet the basic eligibility requirements for certification;³²
- Obtain full-time employment in a position that requires a Florida educator certificate by a school district or private school that has a DOE-approved professional education competence demonstration program;³³ and
- Do one of the following:
 - Demonstrate mastery of subject area knowledge;³⁴ or

²⁵ Rule 6A-4.004(1)(a)2., F.A.C.

²⁶ Section 1012.56(7)(e), F.S. (flush-left provisions at end of subsection; validity period is expressed in school fiscal years); rule 6A-4.004(1)(a), F.A.C. The veteran's pathway to educator certification authorizes a 5 year nonrenewable temporary certificate. Section 1012.56(7)(e)2., F.S. The DOE also issues a nonrenewable temporary certificate, which is valid for 2 years, in the area of speech-language impairment. Sections 1012.56(7)(c), F.S.

²⁷ Section 1012.55(2)(a), F.S.

²⁸ Rule 6A-4.004(5), F.A.C. (validity periods expressed in school fiscal years).

²⁹ Section 1012.56(2), F.S.; Florida DOE, *General Knowledge*, <http://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Mar. 22, 2023) and Florida DOE, *Professional Preparation and Education Competence*, <http://www.fldoe.org/teaching/certification/general-cert-requirements/professional-preparation-edu-competenc.shtml> (last visited Mar.22, 2023).

³⁰ Section 1012.585, F.S.

³¹ Sections 1012.56(7)(a) and 1012.585, F.S.; rule 6A-4.0051(1), F.A.C.

³² Section 1012.56(2)(a)-(f) and (7)(b), F.S.

³³ Section 1012.56(1)(b), F.S.; Rule 6A-4.004(1)(a), F.A.C.

³⁴ Section 1012.56(7)(b), F.S.; Florida DOE, *Subject Area Knowledge* <http://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.shtml> (last visited Mar. 15, 2023).

- Complete the required degree or content courses specified in state board rule for subject area specialization and attain at least a 2.5 grade point average on a 4.0 scale in the subject area courses.³⁵

To qualify for a temporary certificate, an applicant must meet subject area specialization requirements in at least one subject. Each subject area has specific degree or course requirements set in SBE rule,³⁶ and select subject areas including Reading, Speech-Language Impaired, School Counseling, School Psychology, and School Social Work require a master's or specialist degree.³⁷

Generally, a temporary certificate is valid for 3 years and is nonrenewable; however, a temporary certificate for military service members is valid for 5 years, limited to a one-time issuance, and is nonrenewable.

A temporary certificate may be extended by 2 years if the requirements for the professional certificate, other than the general knowledge requirement, have not been met due to serious illness or injury of the applicant, military service by the applicant's spouse, or other extraordinary extenuating circumstances; or, the certificate holder is rated highly effective in the immediate year's performance evaluation or has completed a 2-year mentorship program.³⁸

Renewal of Professional Certificates

A professional certificate must be renewed every 5 years.³⁹ An educator must submit an application,⁴⁰ pay a fee,⁴¹ and earn at least six college credits or 120 inservice points, or a combination of both, during each 5-year validity cycle to renew his or her professional certification. At least three college credits or 60 inservice points must be earned in each subject area for which renewal is sought.

Applicants for renewal of a professional certificate must earn at least one college credit or the equivalent amount of inservice points in the area of instruction for teaching students with disabilities.

For professional certificates with specialization areas that include reading instruction or intervention for students in kindergarten through grade 6 and a beginning validity date on or after July 1, 2020, educators must complete two college credits or the equivalent amount of inservice points in specific reading instruction and intervention strategies for renewal of coverages specified in state board rule.

³⁵ Section 1012.56(2)(c), F.S.

³⁶ Section 1012.56(7)(b), F.S.

³⁷ Florida DOE, Educator Certification, *Certificate Subjects*, <https://www.fldoe.org/teaching/certification/certificate-subjects/#degreed> (last visited Mar. 15, 2023).

³⁸ Section 1012.56(7), F.S. (flush-left provisions at the end of subsection).

³⁹ Section 1012.585(2)(a), F.S.

⁴⁰ Rule 6A-4.0051(3)(c), F.A.C. The DOE processes certification renewals for individuals who are not employed by district school boards. Section 1012.585(1)(b), F.S. District school boards are responsible for processing certificate renewals for school district employees. Section 1012.585(1)(a), F.S.

⁴¹ Rules 6A-4.0051(3)(c) and 6A-4.0012(1)(b)1. , F.A.C

Certification in subject areas may also be renewed by earning a passing score on the corresponding Florida-developed subject area test or standardized examination specified in SBE rule. Certification by the National Board for Professional Teaching Standards is deemed to meet certification renewal requirements for the life of the certificate, in the corresponding certification subject area.⁴²

Effect of Proposed Changes

The bill modifies s. 1012.56, F.S., to extend the validity period of a temporary teaching certificates from 3 years to 5 years. Accordingly, the bill removes the authorization for the DOE to extend the validity period of a temporary certificate.

The bill expands eligibility for a temporary teaching certification to candidates who are currently enrolled in a state-approved teacher preparation program, are actively completing the required program field experience or internship at a public school, and can provide documentation of completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale as provided by one or more accredited institutions of higher learning identified by the DOE, or unaccredited institution identified by the DOE has having a quality bachelor's degree program.

The bill requires all applicants for a professional certificate to demonstrate mastery of general knowledge, instead of only classroom teachers. The bill also limits the personnel who must demonstrate mastery of professional preparation and education competence to classroom teachers and school administrators.

A candidate with a beginning validity date of July 1, 2025, or later seeking to renew a professional certificate in educational leadership must complete a minimum of 1 college credit or 20 inservice points in Florida's educational leadership standards. This provision does not add toward the total 120 required continuing education or inservice training hours currently required by the department.

Professional Development

Traditional professional development is differentiated from professional learning, which is intended to result in system-wide changes in student outcomes. Professional development is usually associated with one-time workshops, seminars, or lectures that are one-size-fits-all. Professional learning is typically interactive, ongoing, and tailored to the needs of educators. This approach encourages educators to take ownership of learning and apply what they've learned in different contexts.⁴³

⁴² Section 1012.585, F.S.; rule 6A-4.0051(1)(c), F.A.C.

⁴³ IES REL Regional Educational Laboratory Program, *Distinguishing Professional Learning from Professional Development*, https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog2_DistinguishingProfLearning.asp#:~:text=Professional%20development%2C%20which%20%E2%80%9Chappens%20to%E2%80%9D%20teachers%2C%20is%20often,typically%20interactive%2C%20sustained%2C%20and%20customized%20to%20teachers%27%20needs. (last visited Mar. 23, 2023).

Present Situation***Professional Development Systems***

Current law requires school districts to develop a professional development system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations.⁴⁴

Among other things, the professional development system must:

- Support and increase the success of educators through collaboratively developed school improvement plans;
- Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- Provide training to teacher mentors as part of professional development certification and education competency programs.⁴⁵

Each school district professional development system must:⁴⁶

- Be reviewed and approved by the DOE.
- Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
- Provide inservice activities coupled with follow up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel must focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.
- Provide inservice activities and support targeted to the individual needs of teachers.
- Include a master inservice plan, or professional learning catalog, that identifies the educational training programs that may generate inservice points toward recertification or add-on certification.⁴⁷ Each district catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom.⁴⁸
- Include inservice activities for school administrative personnel.

⁴⁴ Section 1012.98(4)(b), F.S.

⁴⁵ Section 1012.98(3), F.S.

⁴⁶ Section 1012.98(4)(b), F.S.

⁴⁷ Section 1012.98(4)(b)5., F.S.; Florida DOE, *Master Inservice Plans*, <http://www.fldoe.org/teaching/professional-dev/master-inservice-plans-mip.stml> (last visited Mar. 23, 2023).

⁴⁸ Section 1012.98(4)(b)5., F.S.

- Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
- Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones.
- For middle grades, emphasize interdisciplinary planning, collaboration, instruction, and alignment of curriculum and instructional materials to the state academic standards.
- Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs.⁴⁹

In addition to improving school district professional development systems, the DOE is required to disseminate research-based professional development methods and programs that have demonstrated success in meeting identified student needs, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.⁵⁰

William Cecil Golden Professional Development Program

The William Cecil Golden Professional Development Program for School Leaders is a collaborative network of state and national professional leadership organizations for school principals. The program is designed to respond to Florida's needs for quality school leadership and support the efforts of school leaders in improving instruction and student achievement and developing and retaining quality teachers. Professional development provided through the program must be based upon the Florida Principal Leadership Standards⁵¹ and other school leadership standards. Goals of the program include support for the professional growth of instructional personnel who provide reading instruction and interventions by training school administrators on classroom observation and teacher evaluation practices aligned to evidence-based reading instruction and intervention strategies.⁵²

Effect of Proposed Changes

The bill modifies ss. 1012.98 and 1012.986, F.S. to make a number of changes to the professional development system, and changes the title to professional learning. The bill defines professional learning as learning that is aligned to the state's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.

⁴⁹ Section 1012.98(4)(b), F.S.

⁵⁰ Section 1012.98(4)(a)1., F.S.

⁵¹ Florida DOE, *The Florida Educational Leadership Standards*, <https://www.fldoe.org/teaching/professional-dev/the-fl-ed-leadership-stands/> (last visited Mar. 16, 2023). Rule 6A-5.080, F.A.C.

⁵² Section 1012.986, F.S.

The bill requires the Division of Law Revision to prepare a reviser's bill to replace references to the term "professional development" with the term "professional learning" throughout the Education Code to ensure an educational system-wide shift from professional development to professional learning.

To increase the quality of educator professional learning activities offered by school districts, charter schools, charter management organizations, and consortiums of private schools to instructional and administrative staff, the bill requires that professional learning activities linked to student learning and professional growth must meet the following criteria:

- For instructional personnel, utilize materials aligned to the state's academic standards.
- For school administrators, utilize materials aligned to the state's educational leadership standards.
- Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.
- Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
- Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.
- Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- Create opportunities for collaboration.
- Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrator needs.
- Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- Provide sustained duration with follow up for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

The bill specifies that routine meetings for the purposes of information dissemination that do not align to the established criteria are not eligible for inservice points.

The bill includes explicit training for school administrators aligned to the state's leadership standards to address the updated skills required for instructional leadership and effective school management. Furthermore, the bill modifies s. 1012.34, F.S., to authorize school administrators to visit and observe classroom teachers throughout the year to provide mentorship, training, instructional feedback, or professional learning by separating such classroom visits and observations from teacher performance evaluations. To align with this change, the William Cecil Golden Professional Development Program for School Leaders is amended to include instructional coaching as a component to support the professional growth of instructional personnel.

The DOE must create a high-quality professional learning marketplace list on a centralized webpage to aid in the identification of high-quality programs and resources that meet the professional learning criteria and have demonstrated success in meeting student achievement needs.

Additionally, the DOE must establish a calendar to review and approve all professional learning systems every 5 years, by March 1, 2024. Any significant changes to the system made within the 5-year timeframe must be re-submitted to the DOE for review and approval.

The bill establishes requirements to the current authorization for a district school board, charter management organization, or private school consortium to contract with independent entities for professional development and inservice education. The bill authorizes school districts, charter management organizations, and private school consortiums to hire outside professional learning providers to provide inservice training to staff. Contracted external professional learning providers must have three or more years of experience providing professional learning with demonstrable success in instructional or school administrator growth. The school district, charter management organization, or private school consortium must certify that the provider's inservice activities meet the specified professional learning criteria.

To align with SBE rule, the bill renames the “master inservice plan”, which lists all inservice activities from all funding sources, as the “professional learning catalog.”

Practical Arts Requirement

Present Situation

As a part of the 24 credits required for high school graduation⁵³ a student must complete one credit in fine or performing arts, speech and debate, or practical arts. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.⁵⁴

Effect of Proposed Changes

The bill modifies s. 1003.4282, F.S., to revise high school graduation requirements by replacing one credit in practical arts with one credit in career and technical education.

Fair Consumer Practice

Present Situation

Each institution that directly or indirectly solicits enrollment for students are required to annually collect and disclose information relating to fair consumer practices. The institutional requirements relating to fair consumer practices include:

- Disclosing to each prospective student a statement of the purpose of the institution, its programs and curricula, description of the facility, status of licensure, policy on fee schedules

⁵³ Section 1003.4282(1)(a), F.S.

⁵⁴ For the 2022-2023 school year, the list of career and technical education courses that are approved to satisfy the practical arts requirement is located at <https://www.fldoe.org/core/fileparse.php/7746/urlt/2223CTECPAGR.pdf>.

including if a student withdraws. These disclosures are to be made in writing at least one week prior to enrollment or collection of tuition.

- Using a reliable method of assessing the student's ability to successfully complete the course, prior to accepting the student into the program.
- Informing the student of financial assistance and obligations for repayment of loans, describe any employment placement services available, and refrain from promising or implying guaranteed placement, market availability or salary amounts.
- Providing prospective and enrolled students accurate information regarding the relationship of its programs to state licensure requirements for practicing related occupations and professions in Florida.
- Ensuring all advertisements are accurate and not misleading.
- Publishing and following an equitable prorated refund policy for all students and following both the federal guidelines regarding the receipt of federal financial assistance and commission rule regarding minimum refund guidelines.
- Following the requirements of state and federal laws requiring annual reporting of crime statistics and physical plant safety.
- Publishing and following procedures for handling student complaints, disciplinary actions and appeals.

Institutions that are required to be licensed by the commission must disclose to prospective students that additional information regarding the institution may be obtained by contacting the commission.⁵⁵

Effect of Proposed Changes

The bill expands upon the provisions of fair consumer practices to include that prior to enrollment, every institution that is under the jurisdiction of the commission as well as those expressly exempt from the jurisdiction of the commission that directly or indirectly solicits enrollment must provide a written disclosure to a student or prospective student, that includes: all fees and costs that will be incurred by a student; the institution's refund policy; any exit examination requirements; and the grade point average required for completion of the student's program or degree. The disclosure must include a statement regarding the scope of accreditation, if applicable. The commission is required to prescribe the format that institutions must use to disclose the required information. The bill requires the person, entity, or institution asserting compliance to bear the burden of demonstrating compliance with fair consumer practices. The commission is responsible for determining compliance with fair consumer practices. The commission has the authority to request additional evidence and conduct further investigations, in addition to any information submitted, as the commission deems necessary.

Licensure of Institutions

Present Situation

All postsecondary institutions under the jurisdiction or purview of the commission must obtain licensure from the commission in order to operate in the state of Florida. The commission is responsible for developing minimum standards by which to evaluate institutions for licensure.

⁵⁵ Section 1005.04, F. S.

These standards must include, at least, the institution's name, financial stability, purpose, administrative organization, admissions and recruitment, educational programs and curricula, retention, completion, career placement, faculty, learning resources, student personnel services, physical plant and facilities, publications and disclosure statements about the status of the institution with respect to professional certification and licensure.

Approved-applicant status may be extended to all institutions that have submitted a complete application for provisional licensure and paid all attendant fees. Institutions granted approved-applicant status may not advertise, offer programs of study, collect tuition or fees, or engage in any other activities not specifically approved by the commission.

When the commission determines that an applicant for initial licensure is in substantial compliance with the licensure standards, provisional licensure is granted for a period not to exceed one year. A provisional license issued for initial licensure may be extended for up to one year. A licensed institution that has undergone a substantive change, as defined by rule, must be granted a provisional license for a set period of time, after which the institution may apply for a different status. A provisional license may include commission-mandated conditions, and all conditions must be met before the institution can be granted a different licensure status.⁵⁶

The commission must ensure, through an investigative process, applicants for licensure meet the specified standards and may issue a licensure delay if this investigative process is not completed within the statutory limits of the Administrative Procedures Act.⁵⁷ Agencies must provide notice of any apparent errors or omissions in an application for licensure within 30 days. The law also prohibits the denial of an application for failure to correct an error or omission if the appropriate 30 day notification is not provided. An application for a license must be approved or denied within 90 days after receipt of a completed application.⁵⁸

Through an investigation, the commission must ensure that applicants for licensure meet all standards. When the investigation is not completed within 90 days and the commission has reason to believe that the applicant does not meet licensure standards, the commission or the commission's executive director may issue a 90-day licensure delay, which must be in writing and sufficient to notify the applicant of the reason for the delay.

An annual license must be granted to an institution holding a provisional license, or seeking a renewal of an annual license, upon demonstrating full compliance with licensure standards. An annual license may be extended for up to 1 year if the institution meets all requirements for an extension

An institution may not conduct a program unless specific authority is granted in its license. A license granted by the commission is not transferable to another institution or to another agent, and an institution's license does not transfer when the institution's ownership changes. A licensed institution must notify the commission prior to a change of ownership or control.

⁵⁶ Section 1005.31, F.S.

⁵⁷ Section 1005.31(6), F.S.

⁵⁸ Section 120.60, F.S.

An independent postsecondary educational institution or any person acting on behalf of such an institution may not publish any advertisement soliciting students or offering a credential before the institution is duly licensed by the commission or while the institution is under an injunction against operating, soliciting students, or offering an educational credential.⁵⁹

Independent postsecondary educational institutions may apply for a license by means of accreditation from the commission if the institution:

- Has operated legally in the state for at least 5 consecutive years;
- Holds institutional accreditation by an accrediting agency evaluated and approved by the commission as having standards substantially equivalent to the commission's licensure standards;
- Has no unresolved complaints or actions in the past 12 months;
- Meets minimum requirements for financial responsibility as determined by the commission; and
- Is a Florida corporation.⁶⁰

An institution that is granted a license by means of accreditation is required to apply for and receive another level of licensure before the institution may offer courses or programs that exceed the scope of level of its accreditation. In addition, institutions granted a license by means of accreditation must comply with the standards of fair consumer practices as established in rule by the commission.

A license by means of accreditation may be denied, placed on probation, or revoked for repeated failure to comply with the requirements in law. Revocation or denial of a license by means of accreditation requires that the institution must immediately obtain an annual license.⁶¹

Effect of Proposed Changes

The bill expands the minimum standards by which the commission must evaluate institutions for licensure to include a retention and completion management plan. In addition, the standard relating to admissions and recruitment must include, but is not limited to, requirements for verification of high school graduation, high school equivalency, or qualifying scores on an ability-to-benefit test.

The commission may require a licensed institution to submit a management plan, prohibit a licensed institution from enrolling new students in the institution or a program of the institution, or limit the number of students in a program at a licensed institution based upon the following factors:

- The institution's performance on the licensure standards or established criteria.
- The placement of the institution or a program of the institution on probation or the imposition of other adverse actions by the commission, an accrediting agency, or other regulatory agency, including the United States Department of Education.
- Similar circumstances that leave the institution unable to meet the needs of students or prospective students.

⁵⁹ Section 1005.31, F.S.

⁶⁰ Section 1005.32(1), F.S.

⁶¹ Section 1005.32, F.S.

The bill establishes accountability requirements for institutions licensed by the commission. The commission must prepare an annual accountability report for the licensed institutions by June 30, 2024, and by April 15 of each year thereafter. The report is required at a minimum to contain, graduation and placement rates for all licensed institutions.

Each licensed institution is required to provide data to the commission in the commission's prescribed format by March 15, 2024 and by November 30 each year thereafter. Placement rates must be determined using a methodology approved by the commission. The commission is required to establish a common set of data definitions for institutional reporting purposes.

The commission is authorized to impose an administrative fine of no more than \$500 when a licensed institution fails to timely submit the required data to the commission. Administrative fines are to be deposited into the Student Protection Fund.

The bill provides the commission the authority to require the licensed institutions to provide institutional, graduate, and student data through reasonable data collection efforts as required or necessitated by statute or rule. The commission may establish by rule, performance benchmarks to identify high-performing institutions licensed by the commission.

The bill specifies that an institution may not conduct a program unless specific authority is granted in its license. All programs must be recognized by the commission, including but not limited to:

- Avocational programs or courses
- Examination preparation or courses
- Contract training programs or courses
- Continuing Education
- Professional development programs or courses.

An institution may provide a contract training program or course without approval if the program or course has a duration less than one year and is not paid for by the students or trainees participating in the program.

The bill requires institutions to obtain institutional accreditation before obtaining approval from the commissioner to offer a prelicensure professional nursing program.

The bill provides the commission authority to require an institution applying for initial licensure to provide an assurance of financial stability, requiring the financial stability to remain in effect until the institution applies for and receives the first annual licensure renewal and demonstrates financial stability. The commission may require the following forms of financial stability:

- Surety cash bond;
- Cash be deposited into an escrow account; or
- An irrevocable letter of credit as an assurance of financial stability.

The form and content of the assurance of financial stability must be approved by the commission and all payments made must be deposited into a separate account within the Institutional Assessment Trust Fund.

The bill specifies that the commission will be paid by assurance of financial stability in an amount sufficient to pay for or subsidize the following costs, as determined by the commission:

- The costs of providing instructors or facilities to complete the training of students enrolled at a licensed institution at the time the institution ceases to operate. This includes, but is not limited to, the costs to the institution associated with reimbursing the Student Protection Fund for expenditures.
- The cost of evaluating, storing and maintaining student records.

The bill provides the commission the authority to adopt rules to implement the section.

Articulated Acceleration

Present Situation

High school students in Florida have a variety of avenues by which they can earn college credit. These opportunities, known as articulated acceleration mechanisms, shorten the time necessary for a student to complete the requirements for a high school diploma and a postsecondary degree. These mechanisms also allow Florida schools to increase the depth of study in a particular subject and expand available curricular options.

Programs that provide high school students with the opportunity to earn college credit include, but are not limited to, dual enrollment and early admission, credit by examination, advanced placement, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School also provides additional opportunities for early graduation and acceleration.

The DOE annually identifies and publishes the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced International Certificate of Education examination, International Baccalaureate examination, Excelsior College subject examination, Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test, and Defense Language Proficiency Test (DLPT). In addition, the DOE also identifies courses in the general education core curriculum of each State University System (SUS) and Florida College System (FCS) institution for which credit is to be granted.⁶²

Effect of Proposed Changes

The bill allows Advanced Courses as an articulated acceleration mechanism and requires:

- Advanced Courses must be the enrollment of an eligible secondary student in a secondary course created by a public postsecondary institution that prepares students for an identified assessment.
- Students to earn an identified score on the assessment to receive postsecondary credit.

⁶² Section 1007.27, F.S.

- The SBE and BOG to identify FCS and SUS institutions to develop advanced courses for students in high school; authorizing the DOE to partner with 3rd party testing organizations to develop assessments for such courses.
- The DOE in cooperation with the BOG to issue a specified report on acceleration mechanisms to the Legislature by January 1, 2024.

Florida Partnership for Minority and Underrepresented Student Achievement

Present Situation

The Florida Partnership for Minority and Underrepresented Student Achievement Act was created by Legislature in 2004.⁶³ This intent of this partnership is to ensure every student enrolled in a public secondary school has access to high-quality, rigorous academics, with a focus on advanced courses, specifically in low-performing middle and high schools. The mission of the partnership is to prepare, inspire and connect students to postsecondary success and opportunity with a particular focus on minority and underrepresented students in postsecondary education.

In order to prepare students for postsecondary success and opportunity must provide the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or the PreACT to all enrolled 10th grade students. Parents are to receive written notice of the test and must include the opportunity to exempt his or her child from taking the PSAT/NMSQT or the PreACT.

The partnership must:

- Provide teacher training and professional development to enable teachers of AP or other advanced course with knowledge and skills to prepare students for success on course examinations.
- Provide middle school teachers and administrators professional development that will enable them to educate middle school students at a level necessary to prepare them to enter high school and participate in advanced courses.
- Provide teacher training materials aligned with the Next Generation Sunshine State Standards.
- Provide assessment of individual strength and weaknesses relating to potential success in AP, advanced courses and readiness for college.
- Provide college entrance exam preparation through a variety of means.
- Consider a way to incorporate FCS institutions in the mission of preparing all students for postsecondary success.
- Provide information to students, parents, teachers, counselors, administrators, FCS institutions and SUS of PSAT/NMSQT or PreACT dates and times, participation, value of tests, and other pertinent information.
- Work with the Department to provide information to the schools about partnership activities, opportunities and priorities.⁶⁴

⁶³ Ch. 2004-63, ss 1, Laws of Florida

⁶⁴ Section 1007.35, F.S.

Effect of Proposed Changes

The bill defines advanced courses to include Advanced placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE) courses, dual enrollment and other advanced courses.

The bill requires the partnership to consider ways to partner with colleges and universities to develop courses and provide teacher training. The bill also requires the DOE to include access to the Classical Learning Test and advanced courses data for specified evaluation processes.

School Grades***Present Situation***

School grades are used to explain a school's performance in a familiar, easy-to-understand manner for parents and the public.⁶⁵ School grades are also used to determine whether a school must select or implement a turnaround option.⁶⁶

Schools are graded using one of the following grades:

- “A” for schools making excellent progress – 62 percent or higher of total points.
- “B” for schools making above average progress – 54 percent to 61 percent of total points.
- “C” for schools making satisfactory progress – 41 percent to 53 percent of total points.
- “D” for schools making less than satisfactory progress – 32 percent to 40 percent of total points.
- “F” for schools failing to make adequate progress – 31 percent or less of total points.⁶⁷

Each school that earns a grade of “A” or improves at least two letter grades may have greater authority over the allocation of the school's total budget generated from the Florida Education Finance Program (FEFP), state categoricals, lottery funds, grants, and local funds.⁶⁸

Each school must assess at least 95 percent of its eligible students. Each school must receive a school grade based on the school's performance on the following components, each worth 100 points. The percentage of eligible students:

- Passing statewide, standardized assessments in ELA;
- Passing statewide, standardized assessments in mathematics;
- Passing statewide, standardized assessments in science;
- Passing statewide, standardized assessments in social studies;
- Who make Learning Gains in ELA as measured by statewide, standardized assessments;
- Who make Learning Gains in mathematics as measured by statewide, standardized assessments;

⁶⁵ Section 1008.34(1), F.S. If there are fewer than 10 eligible students with data for a component, the component is not included in the calculation. Section 1008.34(3)(a), F.S.

⁶⁶ Section 1008.33(4), F.S.

⁶⁷ Section 1008.34(2), F.S.; rule 6A-1.09981(4)(d), F.A.C.

⁶⁸ Section 1008.34(2), F.S. (Flush-left provision).

- In the lowest 25 percent in ELA, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized ELA assessments;
- In the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments; and
- Passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to state board rule, for schools comprised of middle grades 6 through 8 or grades 7 and 8.

For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school's grade is based on additional components, including graduation rate and acceleration credit earned, each worth 100 points:⁶⁹

Effect of Proposed Changes

The bill modifies s. 1008.34, F.S., to specify an additional measure is added to the school grades formula to include the percentage of eligible students who earn an achievement level 3 or higher on the grade 3, standardized ELA assessment. Therefore, for schools with a grade 3, the school grade will include both a component with aggregated ELA scores, and a separate component for grade 3 ELA results.

The bill also modifies this statute to include the percentage of students who were eligible to earn college and career credit through Advanced Courses as a way to measure the school's grade.

Nationally Recognized High School Assessments

Present Situation

Each school district, subject to appropriation, is required to select either the SAT or the ACT for districtwide administration for each student in 11th grade. This includes those attending public high schools, alternative schools, and Department of Juvenile Justice educational programs.⁷⁰

Effect of Proposed Change

The bill modifies statute to include the Classical Learning Test (CLT) as an option for districtwide administration for 11th grade students. Currently, Florida has 11 postsecondary institutions that accept the CLT.⁷¹

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program is a lottery-funded scholarship program for Florida high school graduates who merit high academic achievement and enroll in a degree, certificate, or applied technology program at an eligible Florida public or private postsecondary

⁶⁹ Section 1008.34(3), F.S.

⁷⁰ Section 1008.22

⁷¹ CLT, *Find a Partner College* available at <https://www.cltexam.com/colleges/> (last visited April 18, 2023)

education institution. There are four awards through the Florida Bright Futures Scholarship program, including the Florida Academic Scholarship (FAS), the Florida Medallion Scholarship (FMS), the Florida Gold Seal CAPE Scholarship, and the Florida Gold Seal Scholarship.⁷²

In order for a Florida high school student to qualify for the FAS award or the FMS award must meet all of the following initial eligibility requirements:

- Graduate from a Florida public high school with a standard high school diploma, graduate from a registered Florida DOE private high school, earn a GED, complete a home education program, graduate from a non-Florida high school if specific conditions are met.
- Complete required high school coursework.
- Achieve the required minimum high school grade point average (GPA).
- Achieve the minimum score on either the ACT or SAT college entrance exam by June 30 of high school graduation year.
- Complete the required number of volunteer service **or** 100 paid work hours.
- Submit a Florida Financial Aid Application no later than August 31, after high school graduation.⁷³

Currently, the Classic Learning Test (CLT) is a college entrance exam that offers assessments that evaluate English, grammar, and mathematical skills, providing a comprehensive measure of achievement and aptitude. The CLT Exams emphasize foundational critical thinking skills and are accessible to students from a variety of educational backgrounds.⁷⁴ Florida has 11 postsecondary institutions that accept the CLT.⁷⁵

Effect of the Proposed Changes

The bill expands eligible assessments students may take to earn a Florida Academic Scholars award and a Florida Medallion Scholars award, under the Bright Futures Scholarship program, adding the Classical Learning Test (CLT). Requiring the ACT and CLT scores to be made concordant to the required SAT scores using the latest published national concordance table developed jointly by the College Board, ACT, Inc., and Classical Learning Initiatives.

Turnaround School Supplemental Services Allocation

Present Situation

The Turnaround School Supplemental Services Allocation provides additional funding to schools identified in Florida's school improvement and education accountability system so that they may offer services designed to improve the overall academic and community welfare of the schools' students and their families. Eligible schools include those which are district-managed turnaround schools, schools that earn three consecutive grades below a "C", and schools that have improved to a "C" and are no longer in turnaround status. Services may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that

⁷² Section 1009.53, F.S.

⁷³ Florida Student Financial Aid, *Florida Bright Futures Student Handbook* (2022), available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf> at 3.

⁷⁴ CLT, *What is the Classic Learning Test (CLT)?* available at <https://www.cltexam.com/> (last visited April 18, 2023).

⁷⁵ CLT, *Find a Partner College* available at <https://www.cltexam.com/colleges/> (last visited April 18, 2023).

develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.

Subject to legislative appropriation, a school remains eligible for the allocation for a maximum of 4 continuous fiscal years while implementing a turnaround option, and a school that improves to a grade of “C” or higher remains eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status.⁷⁶

Effect of Proposed Changes

The bill modifies s. 1011.62, F.S., to expand the Turnaround School Supplemental Services Allocation to include all turnaround schools and schools that implemented a turnaround plan and exited turnaround status by earning a school grade of "C" or higher. The funds will be used to provide services designed to improve the overall academic and community welfare of the schools' students and families. To allow for better school budgeting and planning the allocation is based on actual student enrollment from the October FTE survey, rather than adjusting with each FEFP calculation. The bill also removes the four year maximum limitation for school eligibility for the program, allowing schools to remain eligible for the duration of their time while implementing a turnaround plan.

Florida Teachers Classroom Supply Assistance Program

Present Situation

The Florida Teachers Classroom Supply Assistance Program (Program), previously known as the Florida Teachers Lead Program,⁷⁷ was established in 1997 to provide eligible classroom teachers⁷⁸ with funds to purchase classroom materials and supplies to supplement materials and supplies otherwise available to the teachers.⁷⁹ The funds are appropriated annually in the General Appropriations Act and allocated to each district by July 15 based on each district's proportionate share of the state's total unweighted FTE student enrollment. Program funds may not be used to purchase equipment.

District school boards must calculate an identical amount for each classroom teacher who is estimated to be employed by the school district or a charter school in the district on September 1. If, by July 1, the district determines the number of classroom teachers, then the district and each charter school board may provide each teacher his or her proportionate share of program funds by August 1 of that year. All eligible teachers must be provided their proportionate share no later than September 30. A job-share classroom teacher may receive a prorated share of the funds provided to a full-time classroom teacher.

Teachers must sign a statement acknowledging receipt of the funds, keep receipts for no less than four years to demonstrate compliance with expenditure requirements, and return any unused funds to the district school board at the end of the school year. Funds returned to the district must

⁷⁶ Section 1011.62(17), F.S.

⁷⁷ The program was renamed in 2013 by CS/CS/SB 1664, ch. 2013-185, s. 10, , Laws of Fla.

⁷⁸ Section 1012.71(1), F.S.

⁷⁹ Ch. 97-384, s. 18, Laws of Fla.

be deposited into the school advisory council account of the school at which the classroom teacher was employed when the teacher received the funds or deposited into the Program account of the school district in which the charter school is sponsored.

The DOE and district school boards may, and are encouraged to, enter into public-private partnerships in order to increase the total amount of the Florida Teachers Classroom Supply Assistance Program funds available to classroom teachers.⁸⁰

Effect of Proposed Changes

The bill modifies s. 1012.71, F.S., to amend the Florida Teachers Classroom Supply Assistance Program. The bill replaces the distribution of Program funds to teachers with a competitive procurement administered by the DOE through which classroom teachers may purchase classroom materials and supplies. By September 1 of each year, each school district must submit the following to the DOE:

- The identical amount per classroom teacher calculated, including the proportionate share of the identical amount if a classroom teacher is a job-share classroom teacher;
- The name of each eligible classroom teacher;
- The name and master school identification number of the school in which the classroom teacher is assigned; and
- Any other information necessary for the administration of the program, as determined by the DOE.

Accordingly, the bill removes the requirement for a teacher to sign an acknowledgment of receipt of funds. Funds are distributed to school districts to be credited to teachers for use under the Program. Unused funds must be deposited into the school advisory council account of the school where the teacher worked at the time the funds were made available. If the school does not have a school advisory council, the funds must be used to purchase classroom materials and supplies at the discretion of the principal.

Florida Education Finance Program

Present Situation

The FEFP allocates funds to each school district based on student enrollment.⁸¹ The FEFP uses a unit of measure for each student called a full-time equivalent (FTE). One FTE equals one school year of instruction provided to a student.⁸² Districts may earn additional FTE for students who meet qualifying student attainment metrics in specific bonus FTE programs or courses.⁸³

⁸⁰ Section 1012.71, F.S.

⁸¹ See s. 1011.62(1)(d)1., F.S.

⁸² Section 1011.61(1)(a), F.S.

⁸³ Section 1011.62(1), F.S. Bonus FTE programs include Advanced Placement exams, College Board AP Capstone Diploma, International Baccalaureate exams, International Baccalaureate Diploma, Advanced International Certificate of Education exams, Advanced International Certification of Education diploma, Career and Professional Education, and Early High School Graduation. *Id.*

A value of 0.025 FTE is calculated for Career and Professional Education (CAPE) digital tool certificates earned by students in elementary and middle school.⁸⁴ Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year.⁸⁵

Effect of Proposed Changes

The bill removes the cap of 0.1 FTE for CAPE certificates or certifications earned within the same fiscal year by elementary and middle grades students, allowing students to generate additional FTE for all courses completed successfully.

Beginning in the 2025-2026 school year, the bill adds additional full-time membership of 0.16 FTE for students earning a minimum score on the assessment for Advanced Courses. Requiring each district to allocate at least 80 percent of the funds provided to the district for Advanced Courses instruction, to the high school that generates the funds. The district shall distribute bonuses as follows to each classroom teacher who provided Advanced Course instruction:

- A bonus amount of \$50 for each student taught by the teacher in each Advanced Course who receives a minimum score on the Advanced Course assessment.
- An additional bonus of \$500 to each advanced Courses teacher in a school designated with a grade of “D” or “F” who has at least one student scoring a minimum score on an assessment, regardless of the number of courses taught or the number of students who earn a minimum score on the Advanced Course Assessment.

Bonuses awarded under this section are in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

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.

⁸⁴ The Florida DOE, *2022-23 Funding for Florida School Districts* (2022) available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/feftpdist.pdf> at 19.

⁸⁵ Section 1011.61(1)(o)1.b., F.S.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The fiscal impact of this bill is indeterminate. The bill may have a significant negative fiscal impact on state revenues or expenditures associated with removing the additional full-time equivalent membership (FTE) cap on elementary and middle school CAPE industry certifications and removing the 4 year maximum eligibility for the Turnaround School Supplemental Services Allocation.

Additional fiscal impacts from the bill includes the expansion of bright futures to include the CLT scores, teacher bonus funding for students passing advanced courses and the additional full-time membership of 0.16 FTE for students earning a specified score on Advanced Courses.

There may be an additional fiscal impact to create a professional learning marketplace and calendar, as well as approving and reviewing learning systems every 5 years. The bill also requires procurement for teachers to purchase materials and supplies.

School districts could receive additional funding associated with removing the additional FTE cap on elementary and middle school CAPE industry certifications through the Florida Education Finance Program.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1002.42, 1002.45, 1003.4282, 1004.04, 1004.85, 1005.04, 1005.22, 1002.31, 1007.27, 1007.35, 1008.22, 1008.34, 1009.531, 1011.62, 1012.34, 1012.56, 1012.57, 1012.575, 1012.585, 1012.586, 1012.71, 1012.98, and 1012.986.

The bill creates the following sections of Florida Statutes: 1005.11, 1005.335, and 1005.345.

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 Appropriations Committee on Education on April 18, 2023:

The committee substitute modifies the provision of the bill authorizing a credit in career and technical education to satisfy a required credit for a standard high school diploma by removing the limitation that the credit be available only to freshmen entering in the 2023-2024 cohort and thereafter.

The committee substitute modifies provisions related to the Fair consumer practices for intuitions under the jurisdiction of the Commission of Independent Education (commission) by:

- Requiring each institution that solicits for enrollment to prior to enrollment, provide a written disclosure of all fees and costs the will be incurred by the student, specified academic requirements, and a statement regarding the scope of accreditation.
- Providing that the burden of demonstrating compliance is upon the person, entity, or institution, and that determining compliance is the responsibility of the commission.
- Authorizing the commission to examine and investigate affairs related to unfair or deceptive practices.
- Providing specification for standards relating to admissions and recruitment and authorizing the commission to require a licensed institution to submit a specified management plan.
- Creating s. 1005.11, F.S., accountability for institution licensed by the Commission for Independent Education and:
 - Requires the commission to prepare a specified annual accountability report for licensed institutions by specified dates.
 - Requires each licensed institution to provide specified data to the commission by specified dates.
 - Authorizes the commission to impose an administration find of not more than \$500 per incident when a licensed institution fails to timely submit required data.
 - Authorizes the commission to develop standards relating to admission and recruitment of students and provides authority to the commission to require a licensed institution to take specified action based upon the institution's performance.
 - Authorizes the commission to identify licensed high-performing institutions.

The committee substitute creates s. 1005.335, F.S., accreditation requirements and programmatic licensure, and specifies that an institution:

- May not conduct a program unless specific authority is granted in its license, however a training program less than 1 year and is not paid by student is exempt from this requirement; and

- Must obtain institutional accreditation prior to obtaining approval from the commission to offer a prelicensure professional nursing program.

The committee substitute creates s. 1005.345, F.S., assurance of financial stability and authorizes the commission to require an institution to provide assurance to financial stability as specified.

The committee substitute appropriates a sum of \$600,000 in recurring funds from the Institutional Assessment Trust Fund to implement ss. 1003.45, 1005.31, 1005.335, F.S.

The committee substitute adds Advanced Courses as an articulated acceleration mechanism and requires that:

- Advanced Courses must be the enrollment of an eligible secondary student in a secondary course created by a public postsecondary institution that prepares student for an identified assessment.
- Students to earn an identified score on the assessment to receive postsecondary credit.
- The SBE and BOG to identify FCS and SUS institutions to develop advanced courses for students in high school and authorizing the DOE to partner with 3rd party testing organizations to develop assessments for such courses.
- The DOE in cooperation with the BOG to issue a specified report on acceleration mechanisms to the Legislature by Jan. 1, 2024

Under the Florida Partnership for Minority and Underrepresented Student Achievement, the committee substitute:

- Defines advanced courses to include AP, IB, AICE, Dual Enrollment, and other Advanced Courses identified.
- Requires the partnership to consider ways to partner with colleges and universities to develop courses and provide teacher training.
- Requires the DOE to include access to the Classical Learning Test and advanced courses data for specified evaluation processes.

The committee substitute includes advanced courses to the nationally developed comprehensive exams that the commissioner may select for use as EOC assessments, includes advanced courses, as a school grade component and an assessment option for the Bright Futures Scholarship Program (BFSP).

The committee substitute authorizes the Classical Learning Test (CLT) as an option for districtwide administration for 11th grade students. The commissioner must also identify concordant scores for the CLT exam to meet graduation requirements. The committee substitute adds the CLT as an assessment option for the BFSP.

Funding related modifications include:

- Removing the cap of 0.1 FTE earned within the same fiscal year by elementary and middle grades students for specified certificates or certifications.
- Adding additional full-time membership of .16 FTE for students earning a specified score on Advanced Courses, similar to current AP additional funding provisions.

- Providing teacher bonus structure for students passing Advanced Courses and specifies that such bonuses are in addition to regular teacher compensation.

B. Amendments:

None.

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



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/18/2023	.	
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	.	
	.	

The Appropriations Committee on Education (Avila) recommended the following:

Senate Amendment (with title amendment)

Delete lines 91 - 488

and insert:

Section 2. Paragraph (b) of subsection (6) of section 1002.45, Florida Statutes, is amended to read:

1002.45 Virtual instruction programs.—

(6) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL FUNDING.—

(b) Students enrolled in a virtual instruction program



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shall be funded in the Florida Education Finance Program as provided in the General Appropriations Act. The calculation to determine the amount of funds for each student through the Florida Education Finance Program shall include the sum of the base Florida Education Finance Program pursuant to s. 1011.62(1)(t) ~~s. 1011.62(1)(s)~~ and all categorical programs except for the categorical programs established pursuant to ss. 1011.62(1)(f), (7), and (13); 1011.68; 1011.685; and 1012.71. Students residing outside of the school district reporting the full-time equivalent virtual student shall be funded from state funds only.

Section 3. Paragraph (e) of subsection (3) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(e) *One credit in fine or performing arts, speech and debate, or career and technical education, or practical arts.*—~~A~~
The practical arts course that incorporates must incorporate
artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the Course Code Directory.

Section 4. Paragraph (b) of subsection (2) of section 1004.04, Florida Statutes, is amended to read:

1004.04 Public accountability and state approval for teacher preparation programs.—

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—



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(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.

2. The use of state-adopted content standards to guide curricula and instruction.

3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

4. Content literacy and mathematics practices.

5. Strategies appropriate for the instruction of English language learners.

6. Strategies appropriate for the instruction of students with disabilities.

7. Strategies to differentiate instruction based on student needs.

8. Strategies and practices to support evidence-based content aligned to state standards and grading practices.

9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.

10. Strategies to support the use of technology in education and distance learning.

11. Strategies and practices to support effective,



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69 research-based assessment and grading practices aligned to the
70 state's academic standards.

71 Section 5. Paragraph (a) of subsection (2) and subsections
72 (3), (4), and (5) of section 1004.85, Florida Statutes, are
73 amended to read:

74 1004.85 Postsecondary educator preparation institutes.—

75 (2)(a) Postsecondary institutions that are accredited or
76 approved as described in State Board of Education rule may seek
77 approval from the Department of Education to create educator
78 preparation institutes for the purpose of providing any or all
79 of the following:

80 1. Professional learning development ~~development~~ instruction to assist
81 teachers in improving classroom instruction and in meeting
82 certification or recertification requirements.

83 2. Instruction to assist potential and existing substitute
84 teachers in performing their duties.

85 3. Instruction to assist paraprofessionals in meeting
86 education and training requirements.

87 4. Instruction for baccalaureate degree holders to become
88 certified teachers as provided in this section in order to
89 increase routes to the classroom for ~~mid-career~~ professionals
90 who hold a baccalaureate degree and college graduates who were
91 not education majors.

92 5. Instruction and professional learning development ~~development~~ for
93 part-time and full-time nondegreed teachers of career programs
94 under s. 1012.39(1)(c).

95 (3) Educator preparation institutes approved pursuant to
96 this section may offer competency-based certification programs
97 specifically designed for noneducation major baccalaureate



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degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program ~~previously approved by the Department of Education for this purpose or a program~~ developed by the institute and approved by the department for this purpose. Approved programs shall be available for use by other approved educator preparation institutes.

(a) Within 90 days after receipt of a request for approval, the Department of Education shall approve a preparation program pursuant to the requirements of this subsection or issue a statement of the deficiencies in the request for approval. The department shall approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that instructs and assesses each candidate in ~~includes each of~~ the following:

1.a. ~~Participant instruction and assessment in~~ The Florida Educator Accomplished Practices approved by the state board ~~across content areas~~.

b. The state academic ~~use of state-adopted student content~~ standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the statement of status of eligibility or the temporary certificate ~~to guide curriculum and instruction~~.

c. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential



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approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

~~d. Content literacy and mathematical practices.~~

~~e. Strategies appropriate for instruction of English language learners.~~

~~f. Strategies appropriate for instruction of students with disabilities.~~

~~g. Strategies to differentiate instruction based on student needs.~~

~~h. Strategies and practices to support evidence-based content aligned to state standards and grading practices.~~

~~i. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.~~

~~j. Strategies to support the use of technology in education and distance learning.~~

2. An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in the areas listed in subparagraph 1.

3. Field experiences appropriate to the certification subject area specified in the educational plan ~~with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools,~~ under the supervision of qualified educators. The state board shall determine in rule the amount of



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field experience necessary to serve as the teacher of record, beginning with candidates entering a program in the 2023-2024 school year.

4. A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening pursuant to s. 1012.32 and educator professional or temporary certification pursuant to s. 1012.56.

(b) Each program participant must:

1. Meet certification requirements pursuant to s. 1012.56(1) by obtaining a statement of status of eligibility in the certification subject area of the educational plan and meet the requirements of s. 1012.56(2)(a)-(f).

2. Demonstrate competency and participate in coursework and field experiences that are appropriate to his or her educational plan prepared under paragraph (a). Beginning with candidates entering an educator preparation institute in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience, in order to graduate from the program.

3. Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting and, except as provided in s. 1012.56(7)(a)3., achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area



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examination for the subject area certification which is required by state board rule.

(c) Upon completion of all requirements for a certification program approved pursuant to this subsection, a participant shall receive a credential from the sponsoring institution signifying that the participant has completed a state-approved competency-based certification program in the certification subject area specified in the educational plan. A participant is eligible for educator certification through the Department of Education upon satisfaction of all requirements for certification set forth in s. 1012.56(2).

(4) The state board shall adopt rules for the continued approval of each program approved pursuant to this section ~~shall be determined by the Commissioner of Education based upon a periodic review of the following areas:~~

~~(a) Candidate readiness based on passage rates on educator certification examinations under s. 1012.56, as applicable.~~

~~(b) Evidence of performance in each of the following areas:~~

~~1. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.~~

~~2. Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.~~

~~3. Workforce contributions, including placement of program completers in instructional positions in Florida public and private schools, with additional weight given to production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.~~



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(5) Each institute approved pursuant to this section shall submit to the Department of Education annual performance evaluations that measure the effectiveness of the programs, ~~including the pass rates of participants on all examinations required for teacher certification, employment rates, longitudinal retention rates, and satisfaction surveys of employers and program completers. The satisfaction surveys must be designed to measure the sufficient preparation of the educator for the realities of the classroom and the institute's responsiveness to local school districts. These evaluations shall be used by the Department of Education for purposes of continued approval of an educator preparation institute's certification program.~~

Section 6. Subsection (1) of section 1005.04, Florida Statutes, is amended, and a new subsection (3) is added to that section, read:

1005.04 Fair consumer practices.—

(1) Every institution that is under the jurisdiction of the commission or is exempt from the jurisdiction or purview of the commission pursuant to s. 1005.06(1)(c) or (f) and that either directly or indirectly solicits for enrollment any student shall:

(a) Disclose to each prospective student a statement of the purpose of such institution, its educational programs and curricula, a description of its physical facilities, its status regarding licensure, its fee schedule and policies regarding retaining student fees if a student withdraws, and a statement regarding the transferability of credits to and from other institutions. The institution shall make the required



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disclosures in writing at least 1 week prior to enrollment or collection of any tuition from the prospective student. The required disclosures may be made in the institution's current catalog;

(b) Use a reliable method to assess, before accepting a student into a program, the student's ability to complete successfully the course of study for which he or she has applied;

(c) Inform each student accurately about financial assistance and obligations for repayment of loans; describe any employment placement services provided and the limitations thereof; and refrain from promising or implying guaranteed placement, market availability, or salary amounts;

(d) Provide to prospective and enrolled students accurate information regarding the relationship of its programs to state licensure requirements for practicing related occupations and professions in Florida;

(e) Ensure that all advertisements are accurate and not misleading;

(f) Publish and follow an equitable prorated refund policy for all students, and follow both the federal refund guidelines for students receiving federal financial assistance and the minimum refund guidelines set by commission rule;

(g) Follow the requirements of state and federal laws that require annual reporting with respect to crime statistics and physical plant safety and make those reports available to the public; ~~and~~

(h) Publish and follow procedures for handling student complaints, disciplinary actions, and appeals; and



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(i) Prior to enrollment, provide to each prospective or enrolled student a written disclosure of all fees and costs that will be incurred by the student, the institution's refund policy, any exit examination requirements, and the grade point average required for completion of the student's program or degree. The disclosure must include a statement regarding the scope of accreditation, if applicable. Institutions licensed by the Commission for Independent Education shall disclose the information required pursuant to this paragraph in a format prescribed by the commission.

(3) In any application for licensure, the burden of demonstrating compliance with fair consumer practice is upon the person, entity, or institution asserting compliance. Determining compliance with this section shall rest with the commission. The commission may require further evidence and make such further investigation, in addition to any information submitted, as may be reasonably necessary in the commission's judgment.

Section 7. Section 1005.11, Florida Statutes, is created to read:

1005.11 Accountability for institutions licensed by the Commission for Independent Education.—

(1) By June 30, 2024, and by April 15 of each year thereafter, the commission shall prepare an annual accountability report for licensed institutions. The report must contain, at a minimum, the graduation rates, including the number of graduates by program, retention rates, and placement rates, for all licensed institutions.

(2) By March 15, 2024, and by November 30 of each year thereafter, each licensed institution shall provide data to the



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commission in a format prescribed by the commission. Placement rates must be determined using a methodology approved by the commission.

(3) The commission shall establish a common set of data definitions for institutional reporting purposes.

(4) The commission shall impose an administrative fine of not more than \$500 when a licensed institution fails to timely submit the required data to the commission pursuant to this section. Administrative fines collected under this subsection must be deposited into the Student Protection Fund.

(5) The commission may require licensed institutions to provide institutional, graduate, and student data through reasonable data collection efforts as required or necessitated by statute or rule.

(6) The commission may establish, by rule, performance benchmarks to identify high-performing institutions licensed by the commission.

Section 8. Paragraph (p) is added to subsection (1) of section 1005.22, Florida Statutes, to read:

1005.22 Powers and duties of commission.—

(1) The commission shall:

(p) Have the power, within its respective regulatory jurisdiction, to examine and investigate the affairs of every person, entity, or independent postsecondary institution in order to determine whether the person, entity, or independent postsecondary institution is operating in accordance with this chapter or has been or is engaged in any unfair or deceptive act or practice prohibited by s. 1005.04.

Section 9. Subsections (2) and (8) of section 1005.31,



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Florida Statutes, are amended to read:

1005.31 Licensure of institutions.—

(2) The commission shall develop minimum standards by which to evaluate institutions for licensure. These standards must include, at a minimum, at least the institution's name; financial stability; purpose; administrative organization; admissions and recruitment; educational programs and curricula; retention and completion, including a retention and completion management plan; career placement; faculty; learning resources; student personnel services; physical plant and facilities; publications; and disclosure statements about the status of the institution with respect to professional certification and licensure. The commission may adopt rules to ensure that institutions licensed under this section meet these standards in ways that are appropriate to achieve the stated intent of this chapter, including provisions for nontraditional or distance education programs and delivery.

(a) The standards relating to admissions and recruitment must include, but need not be limited to, requirements for verification of high school graduation, high school equivalency, or qualifying scores on an ability-to-benefit test.

(b) The commission may require a licensed institution to submit a management plan, prohibit a licensed institution from enrolling new students in the institution or a program of the institution, or limit the number of students in a program at a licensed institution based upon any of the following factors:

1. The institution's performance on the licensure standards or criteria established pursuant to this chapter.

2. The placement of the institution or a program of the



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institution on probation or the imposition of other adverse actions by the commission, an accrediting agency, or other regulatory agency, including the United States Department of Education.

3. Similar circumstances that leave the institution unable to meet the needs of students or prospective students.

~~(8) An institution may not conduct a program unless specific authority is granted in its license.~~

Section 10. Section 1005.335, Florida Statutes, is created to read:

1005.335 Accreditation requirements and programmatic licensure.—

(1) An institution may not conduct a program unless specific authority is granted in its license.

(2) All programs offered by a licensed institution must be recognized and licensed by the commission, including, but not limited to, avocational programs or courses, examination preparation programs or courses, contract training programs or courses, continuing education, or professional development programs or courses. Notwithstanding this requirement, an institution may provide a contract training program or course without approval by the commission if the program or course has a duration of less than 1 year and is not paid for by students or trainees participating in the program. The commission shall adopt rules to implement this subsection.

(3) An institution must obtain institutional accreditation before obtaining approval from the commission to offer a prelicensure professional nursing program.

(4) The commission shall adopt rules to implement this



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section.

Section 11. Section 1005.345, Florida Statutes, is created to read:

1005.345 Assurance of financial stability.-

(1) The commission may require an institution applying for initial licensure to provide an assurance of financial stability as provided in this section. The assurance of financial stability must remain in effect until the institution applies for and receives a first annual licensure renewal and demonstrates financial stability as determined by the commission.

(2) The commission may require a surety bond, cash deposited into an escrow account, or an irrevocable letter of credit as an assurance of financial stability. The form and content of the assurance of financial stability must be approved by the commission, and all payments made thereunder must be deposited into a separate account within the Institutional Assessment Trust Fund.

(3) An assurance of financial stability must be payable to the commission in an amount sufficient to pay for or subsidize the following costs as determined by the commission:

(a) The costs of providing instructors or facilities to complete the training of students enrolled at a licensed institution at the time the institution ceases to operate. This includes, but is not limited to, the costs to the institution associated with reimbursing the Student Protection Fund for expenditures made pursuant to s. 1005.37(3).

(b) The costs of evaluating, storing, and maintaining student records.



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(4) The commission shall adopt rules to implement this section.

Section 12. For the 2023-2024 fiscal year, the sum of \$600,000 in recurring funds from the Institutional Assessment Trust Fund is appropriated to the Commission for Independent Education to fund the additional workload and direct costs to implement ss. 1003.45, 1005.31, and 1005.335, Florida Statutes.

Section 13. Subsections (1) and (2) of section 1007.27, Florida Statutes, are amended, and subsections (9) and (10) are added to that section, to read:

1007.27 Articulated acceleration mechanisms.—

(1) It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. It is intended that articulated acceleration serve 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. Articulated acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in s. 1007.271, advanced placement, credit by examination, the International Baccalaureate Program, ~~and~~ the Advanced International Certificate of Education Program, and Advanced Courses. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration. Students of Florida public secondary schools enrolled pursuant to this subsection shall be deemed authorized



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users of the state-funded electronic library resources that are licensed for Florida College System institutions and state universities by the Florida Postsecondary Academic Library Network. Verification of eligibility shall be in accordance with rules established by the State Board of Education and regulations established by the Board of Governors and processes implemented by Florida College System institutions and state universities.

(2) The Department of Education shall annually identify and publish the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced Courses assessment, Advanced International Certificate of Education examination, International Baccalaureate examination, Excelsior College subject examination, Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test, and Defense Language Proficiency Test (DLPT). The department shall use student performance data in subsequent postsecondary courses to determine the appropriate examination scores and courses for which credit is to be granted. Minimum scores may vary by subject area based on available performance data. In addition, the department shall identify such courses in the general education core curriculum of each state university and Florida College System institution.

(9) Advanced Courses shall be the enrollment of an eligible secondary student in a secondary course created by a public postsecondary institution which prepares students for an assessment identified in subsection (2). Postsecondary credit



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for an Advanced Course is limited to students who score the minimum score on an assessment identified under subsection (2). The specific courses for which students receive such credit must be identified in the statewide articulation agreement required by s. 1007.23(1). Students of Florida public secondary schools enrolled pursuant to this subsection are exempt from the payment of any fees for administration of the examination regardless of whether the student achieves a passing score on the examination.

(a) The State Board of Education and the Board of Governors shall identify Florida College System institutions and state universities, respectively, to develop Advanced Courses and provide the training required under s. 1007.35(6).

(b) The Department of Education may partner with an independent third-party testing or assessment organization to develop assessments that measure competencies consistent with the required course competencies identified by the Articulation Coordinating Committee, pursuant to s. 1007.25, for general education core courses. Postsecondary credit is limited to students who achieve a minimum score on an assessment identified in subsection (2).

(10) The Department of Education, in cooperation with the Board of Governors, shall issue a report to the Legislature by January 1, 2024, on the alignment between acceleration mechanisms available to secondary students and student success at the postsecondary level. At a minimum, the report must examine how:

(a) Acceleration mechanisms align to secondary completion and rates of success.

(b) Bonuses provided for completion or passage of



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acceleration courses impact school quality and performance.

(c) Acceleration mechanisms align with postsecondary completion rates.

(d) Acceleration course offerings align with general education core courses and reduce time to degree.

(e) Acceptance of postsecondary credit earned through acceleration courses through agreements with other states has improved.

Section 14. Present subsections (2) through (10) of section 1007.35, Florida Statutes, are redesignated as subsections (3) through (11), respectively, a new subsection (2) is added to that section, and paragraph (a) of present subsection (5) and present subsections (6) and (8) of that section are amended, to read:

1007.35 Florida Partnership for Minority and Underrepresented Student Achievement.—

(2) For purposes of this section, the term “advanced courses” includes Advanced Placement courses, International Baccalaureate courses, Advanced International Certificate of Education courses, dual enrollment courses, and other Advanced Courses identified in s. 1007.27(9).

(6)~~(5)~~ Each public high school, including, but not limited to, schools and alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students. However, a written notice shall be provided to each parent which must include the opportunity to exempt his or her child from taking the PSAT/NMSQT or the PreACT.



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(a) Test results will provide each high school with a database of student assessment data which certified school counselors will use to identify students who are prepared or who need additional work to be prepared to enroll and be successful in ~~AP courses or other~~ advanced ~~high school~~ courses.

(7) ~~(6)~~ The partnership shall:

(a) Provide teacher training and professional development to enable teachers of ~~AP or other~~ advanced courses to have the necessary content knowledge and instructional skills to prepare students for success on ~~AP or other~~ advanced course examinations and mastery of postsecondary course content.

(b) Provide to middle school teachers and administrators professional development that will enable them to educate middle school students at the level necessary to prepare the students to enter high school ready to participate in advanced courses.

(c) Provide teacher training and materials that are aligned with state standards ~~the Next Generation Sunshine State Standards~~ and are consistent with best theory and practice regarding multiple learning styles and research on learning, instructional strategies, instructional design, and classroom assessment. Curriculum materials must be based on current, accepted, and essential academic knowledge.

(d) Provide assessment of individual strengths and weaknesses as related to potential success in ~~AP or other~~ advanced courses and readiness for college.

(e) Provide college entrance exam preparation through a variety of means that may include, but are not limited to, training teachers to provide courses at schools; training community organizations to provide courses at community centers,



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faith-based organizations, and businesses; and providing online courses.

(f) Consider ways to incorporate Florida College System institutions in the mission of preparing all students for postsecondary success.

(g) Provide a plan for communication and coordination of efforts with the Florida Virtual School's provision of online ~~AP or other~~ advanced courses.

(h) Work with school districts to identify minority and underrepresented students for participation in ~~AP or other~~ advanced courses.

(i) Work with school districts to provide information to students and parents that explains available opportunities for students to take ~~AP and other~~ advanced courses and that explains enrollment procedures that students must follow to enroll in such courses. Such information must also explain the value of such courses as they relate to:

1. Preparing the student for postsecondary level coursework.

2. Enabling the student to gain access to postsecondary education opportunities.

3. Qualifying for scholarships and other financial aid opportunities.

(j) Provide information to students, parents, teachers, counselors, administrators, districts, Florida College System institutions, and state universities regarding PSAT/NMSQT or the PreACT administration, including, but not limited to:

1. Test administration dates and times.

2. That participation in the PSAT/NMSQT or the PreACT is



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open to all 10th grade students.

3. The value of such tests in providing diagnostic feedback on student skills.

4. The value of student scores in predicting the probability of success on ~~AP or other~~ advanced course examinations.

(k) Cooperate with the department to provide information to administrators, teachers, and counselors, whenever possible, about partnership activities, opportunities, and priorities.

(l) Consider ways to partner with colleges and universities to develop courses and provide teacher training.

(9) (a) ~~(8) (a)~~ By September 30 of each year, the partnership shall submit to the department a report that contains an evaluation of the effectiveness of the delivered services and activities. Activities and services must be evaluated on their effectiveness at raising student achievement and increasing the number of ~~AP or other~~ advanced course examinations in low-performing middle and high schools. Other indicators that must be addressed in the evaluation report include the number of middle and high school teachers trained; the effectiveness of the training; measures of postsecondary readiness of the students affected by the program; levels of participation in 10th grade PSAT/NMSQT or the PreACT testing; and measures of student, parent, and teacher awareness of and satisfaction with the services of the partnership.

(b) The department shall contribute to the evaluation process by providing access, consistent with s. 119.071(5)(a), to student and teacher information necessary to match against databases containing teacher professional development data and



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databases containing assessment data for the PSAT/NMSQT, SAT, ACT, Classical Learning Test, PreACT, ~~AP~~, advanced courses assessment, and other appropriate measures. The department shall also provide student-level data on student progress from middle school through high school and into college and the workforce, if available, in order to support longitudinal studies. The partnership shall analyze and report student performance data in a manner that protects the rights of students and parents as required in 20 U.S.C. s. 1232g and s. 1002.22.

Section 15. Paragraphs (b) and (c) of subsection (3) and subsection (9) of section 1008.22, Florida Statutes, are amended to read:

1008.22 Student assessment program for public schools.—

(3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the state academic standards. The commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the state academic standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282 and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student's parent and provide the parent with information



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regarding the implications of such nonparticipation. The statewide, standardized assessment program shall be designed and implemented as follows:

(b) *End-of-course (EOC) assessments.*—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

1. EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.

2. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a). Sections 1003.4156 and 1003.4282 govern the use of statewide, standardized EOC assessment results for students.

3. The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, ~~or~~ Advanced International Certificate of Education course, Advanced Courses under s. 1007.27(9), or industry-approved examinations to earn national industry certifications identified in the CAPE Industry Certification Funding List, for use as EOC assessments under this paragraph 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 state academic standards. Use



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of any such examination as an EOC assessment must be approved by the state board in rule.

4. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course grade.

5. All statewide, standardized EOC assessments must be administered online except as otherwise provided in paragraph (d).

6. A student enrolled in an Advanced Placement (AP) course, International Baccalaureate (IB) course, ~~or~~ Advanced International Certificate of Education (AICE) course, or Advanced Course who takes the respective AP, IB, ~~or~~ AICE, or Advanced Course assessment and earns the minimum score necessary to earn college credit, as identified in s. 1007.27(2), meets the requirements of this paragraph and does not have to take the EOC assessment for the corresponding course.

(c) *Nationally recognized high school assessments.*—Each school district shall, by the 2023-2024 ~~2021-2022~~ school year and subject to appropriation, select either the SAT, ~~or~~ ACT, or Classical Learning Test (CLT) for districtwide administration to each public school student in grade 11, including students attending public high schools, alternative schools, and Department of Juvenile Justice education programs.



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(9) CONCORDANT SCORES.—The Commissioner of Education must identify scores on the SAT, ~~and~~ ACT, and CLT that if achieved satisfy the graduation requirement that a student pass the grade 10 ELA assessment. The commissioner may identify concordant scores on assessments other than the SAT, ~~and~~ ACT, and CLT. If the content or scoring procedures change for the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

Section 16. Paragraph (b) of subsection (3) of section 1008.34, Florida Statutes, is amended to read:

1008.34 School grading system; school report cards; district grade.—

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. Beginning with the 2023-2024 ~~2014-2015~~ school year, a school's grade must ~~shall~~ be based on the following components, each worth 100 points:

a. The percentage of eligible students passing statewide, standardized assessments in English Language Arts under s. 1008.22(3).

b. The percentage of eligible students passing statewide, standardized assessments in mathematics under s. 1008.22(3).

c. The percentage of eligible students passing statewide, standardized assessments in science under s. 1008.22(3).

d. The percentage of eligible students passing statewide, standardized assessments in social studies under s. 1008.22(3).

e. The percentage of eligible students who make Learning



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Gains in English Language Arts as measured by statewide, standardized assessments administered under s. 1008.22(3).

f. The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments administered under s. 1008.22(3).

g. The percentage of eligible students in the lowest 25 percent in English Language Arts, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized English Language Arts assessments administered under s. 1008.22(3).

h. The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments administered under s. 1008.22(3).

i. For schools comprised of middle grades 6 through 8 or grades 7 and 8, the percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to state board rule.

j. For schools that include grade 3, the percentage of eligible students who score an achievement level 3 or higher on the grade 3 statewide, standardized English Language Arts assessment administered under s. 1008.22(3).

In calculating Learning Gains for the components listed in sub-subparagraphs e.-h., the State Board of Education shall require that learning growth toward achievement levels 3, 4, and 5 is



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demonstrated by students who scored below each of those levels in the prior year. In calculating the components in sub-subparagraphs a.-d., the state board shall include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years.

2. For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school's grade shall also be based on the following components, each worth 100 points:

a. The 4-year high school graduation rate of the school as defined by state board rule.

b. The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations, International Baccalaureate examinations, Advanced Courses under s. 1007.27(9), dual enrollment courses, including career dual enrollment courses resulting in the completion of 300 or more clock hours during high school which are approved by the state board as meeting the requirements of s. 1007.271, or Advanced International Certificate of Education examinations; who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the state board; or, beginning with the 2022-2023 school year, who earned an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.

Section 17. Subsection (3) and paragraph (c) of subsection (6) of section 1009.531, Florida Statutes, are amended to read:



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1009.531 Florida Bright Futures Scholarship Program;
student eligibility requirements for initial awards.—

(3) For purposes of calculating the grade point average to
be used in determining initial eligibility for a Florida Bright
Futures Scholarship, the department shall assign additional
weights to grades earned in the following courses:

(a) Courses identified in the course code directory as
Advanced Placement, pre-International Baccalaureate,
International Baccalaureate, International General Certificate
of Secondary Education (pre-AICE), ~~or~~ Advanced International
Certificate of Education, or Advanced Courses under s.
1007.27(9).

(b) Courses designated as academic dual enrollment courses
in the statewide course numbering system.

The department may assign additional weights to courses, other
than those described in paragraphs (a) and (b), that are
identified by the Department of Education as containing rigorous
academic curriculum and performance standards. The additional
weight assigned to a course pursuant to this subsection shall
not exceed 0.5 per course. The weighted system shall be
developed and distributed to all high schools in the state. The
department may determine a student's eligibility status during
the senior year before graduation and may inform the student of
the award at that time.

(6)

(c) To ensure that the required examination scores
represent top student performance and are equivalent between the
SAT, ~~and~~ ACT, and Classical Learning Test (CLT), the department



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shall develop a method for determining the required examination scores which incorporates all of the following:

1. The minimum required SAT score for the Florida Academic Scholarship must be set no lower than the 89th national percentile on the SAT. The department may adjust the required SAT score only if the required score drops below the 89th national percentile, and any such adjustment must be applied to the bottom of the SAT score range that is concordant to the ACT and CLT.

2. The minimum required SAT score for the Florida Medallion Scholarship must be set no lower than the 75th national percentile on the SAT. The department may adjust the required SAT score only if the required score drops below the 75th national percentile, and any such adjustment must be made to the bottom of the SAT score range that is concordant to the ACT and CLT.

3. The required ACT and CLT scores must be made concordant to the required SAT scores, using the latest published national concordance table developed jointly by the College Board, and ACT, Inc, and Classic Learning Initiatives.

Section 18. Present paragraphs (p) through (t) of subsection (1) of section 1011.62, Florida Statutes, are redesignated as subsections (q) through (u), respectively, a new paragraph (p) is added to that subsection, and paragraph (o) of subsection (1) and subsection (17) of that section are 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



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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:

(o) *Calculation of additional full-time equivalent membership based on successful completion of a career-themed course pursuant to ss. 1003.491, 1003.492, and 1003.493, or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education or CAPE Digital Tool certificates pursuant to s. 1003.4203.—*

1.a. A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.

b. A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation



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agreement for college credit approved by the State Board of Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not use the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. ~~Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year.~~ The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.



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c. A value of 0.3 full-time equivalent student membership shall be calculated for student completion of the courses and the embedded certifications identified on the CAPE Industry Certification Funding List and approved by the commissioner pursuant to ss. 1003.4203(5) (a) and 1008.44.

d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds. This allocation may not be used to supplant funds provided for basic operation of the program.

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent membership under subparagraph 1.:

a. A bonus of \$25 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.1.

b. A bonus of \$50 for each student taught by a teacher who



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provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.2.

c. A bonus of \$75 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3.

d. A bonus of \$100 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0.

Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation. Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a teacher pursuant to this paragraph is in addition to any regular wage or other bonus the teacher received or is scheduled to receive. A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this paragraph.

(p) Calculation of additional full-time equivalent membership based on Advanced Courses scores of students.-



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Beginning in the 2025-2026 school year, a value of 0.16 full-time equivalent student membership shall be calculated for each student in each Advanced Course under s. 1007.27(9) who receives a minimum score on an assessment identified pursuant to s. 1007.27(2) 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 Courses 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 Courses instruction:

1. A bonus in the amount of \$50 for each student taught by the teacher in each Advanced Course who receives a minimum score on an Advanced Course assessment identified under s. 1007.27(2).

2. An additional bonus of \$500 to each Advanced Courses teacher in a school designated with a grade of "D" or "F" who has at least one student scoring a minimum score on an assessment identified pursuant to s. 1007.27(2), regardless of the number of courses taught or of the number of students who earn a minimum score on an Advanced Course assessment identified pursuant to s. 1007.27(2).

Bonuses awarded under this paragraph are in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

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

And the title is amended as follows:



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997 Delete lines 2 - 23
998 and insert:
999 An act relating to education; amending ss. 1002.42 and
1000 1002.45, F.S.; conforming cross-references; amending
1001 s. 1003.4282, F.S.; revising a graduation requirement
1002 for certain students; amending s. 1004.04, F.S.;
1003 revising the core curricula for certain teacher
1004 preparation programs; amending s. 1004.85, F.S.;
1005 revising terminology; deleting a requirement that
1006 certain certification programs be previously approved
1007 by the Department of Education; revising requirements
1008 for certain competency-based programs; revising
1009 requirements for certain teacher preparation field
1010 experience; revising requirements for participants in
1011 certain teacher preparation programs; requiring the
1012 State Board of Education to adopt specified rules
1013 relating to the continued approval of certain teacher
1014 preparation programs, rather than by a determination
1015 of the Commissioner of Education; amending s. 1005.04,
1016 F.S.; requiring certain institutions to provide a
1017 written disclosure to prospective and enrolled
1018 students relating costs that will be incurred by the
1019 student and other specified information; providing
1020 that applicants for certain licensure have the burden
1021 of demonstrating compliance with fair consumer
1022 practices; creating s. 1005.11, F.S.; requiring the
1023 Commission for Independent Education to prepare an
1024 annual report; providing requirements for the report;
1025 requiring certain institutions to provide data to the



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1026 commission; requiring the commission to establish
1027 definitions for the data for reporting purposes;
1028 requiring the commission to impose a fine when an
1029 institution does not timely submit the required data;
1030 authorizing the commission to establish rules;
1031 amending s. 1005.22, F.S.; authorizing the commission
1032 to examine and investigate the affairs of every
1033 person, entity, or independent postsecondary
1034 institution for specified purposes; amending s.
1035 1005.31, F.S.; revising the standards for licensure
1036 that the commission must adopt; authorizing the
1037 commission to require a licensed institution to submit
1038 a management plan and prohibit an institution from
1039 accepting new students; creating s. 1005.335, F.S.;
1040 prohibiting an institution from conducting a program
1041 unless specifically authorized by its license;
1042 requiring that all programs offered by a licensed
1043 institution be recognized and licensed by the
1044 commission; requiring an institution to obtain
1045 accreditation and approval from the commission before
1046 offering a prelicensure professional nursing program;
1047 requiring the commission to adopt rules; creating s.
1048 1005.345, F.S.; authorizing the commission to require
1049 an institution seeking licensure to provide an
1050 assurance of financial stability; requiring the
1051 commission to adopt rules; providing an appropriation;
1052 amending s. 1007.27, F.S.; establishing Advanced
1053 Courses as an articulated acceleration mechanism;
1054 providing requirements for Advanced Courses; requiring



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1055 the State Board of Education and the Board of
1056 Governors to identify certain postsecondary
1057 institutions to develop Advanced Courses; providing
1058 authorizations to the Department of Education relating
1059 to Advanced Courses; requiring the department to issue
1060 a report to the Legislature; providing requirements
1061 for the report; amending s. 1007.35, F.S.; revising
1062 the types of courses included in the term "advanced
1063 courses"; revising the courses that a school counselor
1064 may identify as a course a student is prepared to
1065 enroll in; amending s. 1008.22, F.S.; revising
1066 requirements for end-of-course assessments to include
1067 Advanced Courses; requiring the Classical Learning
1068 Test to be included in nationally recognized high
1069 school assessments administered by each school
1070 district; amending s. 1008.34, F.S.; revising the
1071 calculation of school grades for certain schools;
1072 amending s. 1009.531, F.S.; requiring Advanced Courses
1073 to be used in determining student eligibility for a
1074 Bright Futures Scholarship; amending s. 1011.62, F.S.;
1075 revising requirements for the calculation of
1076 additional full-time equivalent membership for certain
1077 funding through the Florida Education Finance Program;
1078 requiring each school district to distribute specified
1079 bonuses to teachers who provide Advanced Courses
1080 instruction; revising school



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LEGISLATIVE ACTION

Senate	.	House
Comm: WD	.	
04/18/2023	.	
	.	
	.	
	.	

The Appropriations Committee on Education (Avila) recommended the following:

Senate Amendment

Delete lines 97 - 102

and insert:

debate, or career and technical education, or practical arts.—A

The practical arts course that incorporates ~~must incorporate~~

artistic content and techniques of creativity, interpretation,

and imagination satisfies the one credit requirement in fine or

performing arts, speech and debate, or career and technical

education. Eligible practical arts courses are identified in the



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11 | Course Code Directory.

By Senator Avila

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1 A bill to be entitled
 2 An act relating to education; amending s. 1002.42,
 3 F.S.; conforming a cross-reference; amending s.
 4 1003.4282, F.S.; revising a graduation requirement for
 5 certain students; amending s. 1004.04, F.S.; revising
 6 the core curricula for certain teacher preparation
 7 programs; amending s. 1004.85, F.S.; revising
 8 terminology; deleting a requirement that certain
 9 certification programs be previously approved by the
 10 Department of Education; revising requirements for
 11 certain competency-based programs; revising
 12 requirements for certain teacher preparation field
 13 experience; revising requirements for participants in
 14 certain teacher preparation programs; requiring the
 15 State Board of Education to adopt specified rules
 16 relating to the continued approval of certain teacher
 17 preparation programs rather than by a determination of
 18 the Commissioner of Education; amending s. 1008.34,
 19 F.S.; revising the calculation of school grades for
 20 certain schools; amending s. 1011.62, F.S.; revising
 21 requirements for the calculation of additional full-
 22 time equivalent membership for certain funding through
 23 the Florida Education Finance Program; revising school
 24 eligibility requirements for the turnaround school
 25 supplemental services allocation; providing that
 26 certain allocation amounts be based on a specified
 27 membership survey; amending s. 1012.34, F.S.;
 28 providing school administrators are not precluded from
 29 taking specified actions; amending s. 1012.56, F.S.;

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

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30 revising requirements for a person seeking an educator
 31 certification; revising criteria for the award of a
 32 temporary certificate; revising the validity period
 33 for certain temporary certificates; deleting
 34 provisions relating to the department's ability to
 35 extend the validity period of certain temporary
 36 certificates; revising the requirements for the
 37 approval and administration of such programs;
 38 establishing professional education competency
 39 programs; requiring school districts to develop and
 40 maintain such a program; authorizing private schools
 41 and state-supported schools to develop and maintain
 42 such a program; amending ss. 1012.57 and 1012.575,
 43 F.S.; conforming cross-references; amending s.
 44 1012.585, F.S.; requiring certain applicants for the
 45 renewal of a professional certificate to earn
 46 specified college credit or inservice points;
 47 providing requirements for such credit or points;
 48 amending s. 1012.586, F.S.; conforming a cross-
 49 reference; amending s. 1012.71, F.S.; revising the
 50 funding calculation for the Florida Teachers Classroom
 51 Supply Assistance Program; deleting a requirement that
 52 school districts provide contributions for the
 53 program; requiring the Department of Education to
 54 administer a competitive procurement for the purchase
 55 of materials and supplies through the program;
 56 providing school district requirements; deleting
 57 requirements for the distribution of funds to
 58 classroom teachers through the program; deleting a

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

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requirement that classroom teachers sign a specified statement; revising requirements for unused program funds; deleting provisions authorizing department and district school boards to enter into specified partnerships; amending s. 1012.98, F.S.; defining the term "professional learning"; prohibiting specified meetings from being considered professional learning and eligible for inservice points; providing and revising requirements for certain professional learning activities; revising department and school district duties relating to such activities; providing requirements for entities contracted with to provide professional learning services and inservice education for school districts; amending s. 1012.986, F.S.; renaming the "William Cecil Golden Professional Development Program for School Leaders" as the "William Cecil Golden Professional Learning Program for School Leaders"; revising the goal of the program; providing a directive to the Division of Law Revision; providing effective dates.

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

Section 1. Subsection (13) of section 1002.42, Florida Statutes, is amended to read:

1002.42 Private schools.—

(13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An organization of private schools that has no fewer than 10 member schools in this state may develop a professional learning

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~~development~~ system to be filed with the Department of Education in accordance with s. 1012.98(7) ~~the provisions of s. 1012.98(6)~~.

Section 2. Paragraph (e) of subsection (3) of section 1003.4282, Florida Statutes, is amended to read:
1003.4282 Requirements for a standard high school diploma.—
(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(e) *One credit in fine or performing arts, speech and debate, or, for students entering grade 9 in the 2023-2024 school year, career education.* ~~practical arts.~~ The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible career education ~~practical arts~~ courses are identified in the Course Code Directory.

Section 3. Paragraph (b) of subsection (2) of section 1004.04, Florida Statutes, is amended to read:

1004.04 Public accountability and state approval for teacher preparation programs.—

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.

2. The use of state-adopted content standards to guide curricula and instruction.

3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for

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all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

4. Content literacy and mathematics practices.

5. Strategies appropriate for the instruction of English language learners.

6. Strategies appropriate for the instruction of students with disabilities.

7. Strategies to differentiate instruction based on student needs.

8. Strategies and practices to support evidence-based content aligned to state standards and grading practices.

9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.

10. Strategies to support the use of technology in education and distance learning.

11. Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.

Section 4. Paragraph (a) of subsection (2) and subsections (3), (4), and (5) of section 1004.85, Florida Statutes, are amended to read:

1004.85 Postsecondary educator preparation institutes.—

(2) (a) Postsecondary institutions that are accredited or approved as described in State Board of Education rule may seek approval from the Department of Education to create educator

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preparation institutes for the purpose of providing any or all of the following:

1. Professional ~~learning development~~ instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements.

2. Instruction to assist potential and existing substitute teachers in performing their duties.

3. Instruction to assist paraprofessionals in meeting education and training requirements.

4. Instruction for baccalaureate degree holders to become certified teachers as provided in this section in order to increase routes to the classroom for ~~mid-career~~ professionals who hold a baccalaureate degree and college graduates who were not education majors.

5. Instruction and professional learning development for part-time and full-time nondegreed teachers of career programs under s. 1012.39(1) (c).

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program ~~previously approved by the Department of Education for this purpose or a program~~ developed by the institute and approved by the department for this purpose. Approved programs shall be available for use by other approved educator preparation institutes.

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(a) Within 90 days after receipt of a request for approval, the Department of Education shall approve a preparation program pursuant to the requirements of this subsection or issue a statement of the deficiencies in the request for approval. The department shall approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that instructs and assesses each candidate in ~~includes each of~~ the following:

1.a. ~~Participant instruction and assessment in~~ The Florida Educator Accomplished Practices approved by the state board ~~across content areas.~~

b. The state academic use of state adopted student content standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the statement of status of eligibility or the temporary certificate to guide curriculum and instruction.

c. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

~~d. Content literacy and mathematical practices.~~

~~e. Strategies appropriate for instruction of English language learners.~~

~~f. Strategies appropriate for instruction of students with disabilities.~~

~~g. Strategies to differentiate instruction based on student~~

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~~needs.~~

~~h. Strategies and practices to support evidence-based content aligned to state standards and grading practices.~~

~~i. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.~~

~~j. Strategies to support the use of technology in education and distance learning.~~

2. An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in the areas listed in subparagraph 1.

3. Field experiences appropriate to the certification subject area specified in the educational plan ~~with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools,~~ under the supervision of qualified educators. The state board shall determine in rule the amount of field experience necessary to serve as the teacher of record, beginning with candidates entering a program in the 2023-2024 school year.

4. A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening pursuant to s. 1012.32 and educator professional or temporary certification pursuant to s. 1012.56.

(b) Each program participant must:

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1. Meet certification requirements pursuant to s. 1012.56(1) by obtaining a statement of status of eligibility in the certification subject area of the educational plan and meet the requirements of s. 1012.56(2)(a)-(f).

2. Demonstrate competency and participate in ~~coursework and~~ field experiences that are appropriate to his or her educational plan prepared under paragraph (a). Beginning with candidates entering an educator preparation institute in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience, in order to graduate from the program.

3. Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting and, except as provided in s. 1012.56(7)(a)3., achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area examination for the subject area certification which is required by state board rule.

(c) Upon completion of all requirements for a certification program approved pursuant to this subsection, a participant shall receive a credential from the sponsoring institution signifying that the participant has completed a state-approved competency-based certification program in the certification subject area specified in the educational plan. A participant is eligible for educator certification through the Department of

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Education upon satisfaction of all requirements for certification set forth in s. 1012.56(2).

(4) ~~The state board shall adopt rules for the continued approval of each program approved pursuant to this section. shall be determined by the Commissioner of Education based upon a periodic review of the following areas:~~

~~(a) Candidate readiness based on passage rates on educator certification examinations under s. 1012.56, as applicable.~~

~~(b) Evidence of performance in each of the following areas:~~
~~1. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.~~

~~2. Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.~~

~~3. Workforce contributions, including placement of program completers in instructional positions in Florida public and private schools, with additional weight given to production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.~~

(5) Each institute approved pursuant to this section shall submit to the Department of Education annual performance evaluations that measure the effectiveness of the programs, ~~including the pass rates of participants on all examinations required for teacher certification, employment rates, longitudinal retention rates, and satisfaction surveys of employers and program completers. The satisfaction surveys must be designed to measure the sufficient preparation of the educator for the realities of the classroom and the institute's~~

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291 ~~responsiveness to local school districts. These evaluations~~
 292 ~~shall be used by the Department of Education for purposes of~~
 293 ~~continued approval of an educator preparation institute's~~
 294 ~~certification program.~~

295 Section 5. Paragraph (b) of subsection (3) of section
 296 1008.34, Florida Statutes, is amended to read:

297 1008.34 School grading system; school report cards;
 298 district grade.—

299 (3) DESIGNATION OF SCHOOL GRADES.—

300 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's
 301 grade shall be based on the following components, each worth 100
 302 points:

303 a. The percentage of eligible students passing statewide,
 304 standardized assessments in English Language Arts under s.
 305 1008.22(3).

306 b. The percentage of eligible students passing statewide,
 307 standardized assessments in mathematics under s. 1008.22(3).

308 c. The percentage of eligible students passing statewide,
 309 standardized assessments in science under s. 1008.22(3).

310 d. The percentage of eligible students passing statewide,
 311 standardized assessments in social studies under s. 1008.22(3).

312 e. The percentage of eligible students who make Learning
 313 Gains in English Language Arts as measured by statewide,
 314 standardized assessments administered under s. 1008.22(3).

315 f. The percentage of eligible students who make Learning
 316 Gains in mathematics as measured by statewide, standardized
 317 assessments administered under s. 1008.22(3).

318 g. The percentage of eligible students in the lowest 25
 319 percent in English Language Arts, as identified by prior year

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320 performance on statewide, standardized assessments, who make
 321 Learning Gains as measured by statewide, standardized English
 322 Language Arts assessments administered under s. 1008.22(3).

323 h. The percentage of eligible students in the lowest 25
 324 percent in mathematics, as identified by prior year performance
 325 on statewide, standardized assessments, who make Learning Gains
 326 as measured by statewide, standardized Mathematics assessments
 327 administered under s. 1008.22(3).

328 i. For schools comprised of middle grades 6 through 8 or
 329 grades 7 and 8, the percentage of eligible students passing high
 330 school level statewide, standardized end-of-course assessments
 331 or attaining national industry certifications identified in the
 332 CAPE Industry Certification Funding List pursuant to state board
 333 rule.

334 j. Beginning in the 2023-2024 school year, for schools
 335 comprised of grade levels that include grade 3, the percentage
 336 of eligible students who score an achievement level 3 or higher
 337 on the grade 3 statewide, standardized English Language Arts
 338 assessment administered under s. 1008.22(3).

340 In calculating Learning Gains for the components listed in sub-
 341 subparagraphs e.-h., the State Board of Education shall require
 342 that learning growth toward achievement levels 3, 4, and 5 is
 343 demonstrated by students who scored below each of those levels
 344 in the prior year. In calculating the components in sub-
 345 subparagraphs a.-d., the state board shall include the
 346 performance of English language learners only if they have been
 347 enrolled in a school in the United States for more than 2 years.

348 2. For a school comprised of grades 9, 10, 11, and 12, or

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grades 10, 11, and 12, the school's grade shall also be based on the following components, each worth 100 points:

a. The 4-year high school graduation rate of the school as defined by state board rule.

b. The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, including career dual enrollment courses resulting in the completion of 300 or more clock hours during high school which are approved by the state board as meeting the requirements of s. 1007.271, or Advanced International Certificate of Education examinations; who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the state board; or, beginning with the 2022-2023 school year, who earned an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.

Section 6. Paragraph (o) of subsection (1) and subsection (17) of section 1011.62, Florida Statutes, are 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:

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(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:

(o) *Calculation of additional full-time equivalent membership based on successful completion of a career-themed course pursuant to ss. 1003.491, 1003.492, and 1003.493, or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education or CAPE Digital Tool certificates pursuant to s. 1003.4203.—*

1.a. A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.

b. A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation agreement for college credit approved by the State Board of Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall

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assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not use the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. ~~Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year.~~ The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

c. A value of 0.3 full-time equivalent student membership shall be calculated for student completion of the courses and the embedded certifications identified on the CAPE Industry

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Certification Funding List and approved by the commissioner pursuant to ss. 1003.4203(5) (a) and 1008.44.

d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds. This allocation may not be used to supplant funds provided for basic operation of the program.

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent membership under subparagraph 1.:

a. A bonus of \$25 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.1.

b. A bonus of \$50 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.2.

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c.A bonus of \$75 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3.

d. A bonus of \$100 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0.

Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation. Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a teacher pursuant to this paragraph is in addition to any regular wage or other bonus the teacher received or is scheduled to receive. A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this paragraph.

(17) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—

The turnaround school supplemental services allocation is created to provide ~~district-managed~~ turnaround schools, as identified in s. 1008.33, ~~s. 1008.33(4)(a)~~, ~~schools that earn three consecutive grades below a "C," as identified in s.~~

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~~1008.33(4)(b)3.,~~ and schools that implemented a turnaround plan and exited turnaround status by earning a school grade of have improved to a "C" or higher and are no longer in turnaround status, as identified in s. 1008.33(4)(c), with funds to offer services designed to improve the overall academic and community welfare of the schools' students and their families.

(a)1. Services funded by the allocation may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.

2. A school district may enter into a formal agreement with a nonprofit organization that has tax-exempt status under s. 501(c)(3) of the Internal Revenue Code to implement an integrated student support service model that provides students and families with access to wrap-around services, including, but not limited to, health services, after-school programs, drug prevention programs, college and career readiness programs, and food and clothing banks.

(b) Before distribution of the allocation, the school district shall develop and submit a plan for implementation to its school board for approval no later than August 1 of each fiscal year.

(c) At a minimum, the plan required under paragraph (b) must:

1. Establish comprehensive support services that develop

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family and community partnerships;

2. Establish clearly defined and measurable high academic and character standards;

3. Increase parental involvement and engagement in the child's education;

4. Describe how instructional personnel will be identified, recruited, retained, and rewarded;

5. Provide professional learning development that focuses on academic rigor, direct instruction, and creating high academic and character standards;

6. Provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year; and

7. Include a strategy for continuing to provide services after the school is no longer in turnaround status by virtue of achieving a grade of "C" or higher.

(d) Each school district shall submit its approved plans to the commissioner by September 1 of each fiscal year.

(e) Subject to legislative appropriation, each school district's allocation must be based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding amount of \$500 or as provided in the General Appropriations Act. The supplement provided in the General Appropriations Act shall be based on the most recent school grades and shall serve as a proxy for the official calculation. Once school grades are available for the school year immediately preceding the fiscal year coinciding with the appropriation, the supplement shall be recalculated for the official participating schools as part of the subsequent FEFP calculation. The commissioner may prepare a

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preliminary calculation so that districts may proceed with timely planning and use of the funds. If the calculated funds for the statewide allocation exceed the funds appropriated, the allocation of funds to each school district must be prorated based on each school district's share of the total unweighted FTE student enrollment for the eligible schools. The final amount allocated for each school district shall be based on actual student membership from the October FTE survey.

(f) Subject to legislative appropriation, each school shall remain eligible for the allocation ~~for a maximum of 4 continuous fiscal years~~ while implementing a turnaround option pursuant to s. 1008.33(4). In addition, a school that improves to a grade of "C" or higher shall remain eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status.

Section 7. Paragraph (a) of subsection (3) of section 1012.34, Florida Statutes, is amended to read:

1012.34 Personnel evaluation procedures and criteria.—

(3) EVALUATION PROCEDURES AND CRITERIA.—Instructional personnel and school administrator performance evaluations must be based upon the performance of students assigned to their classrooms or schools, as provided in this section. Pursuant to this section, a school district's performance evaluation system is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance, but may include other criteria to evaluate instructional personnel and school administrators' performance, or any combination of student performance and other criteria. Evaluation procedures and criteria must comply with, but are not

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limited to, the following:

(a) A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices. The evaluation criteria must include:

1. Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.

2. Instructional practice.—For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices

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and may include specific job expectations related to student support. This section does not preclude a school administrator from visiting and observing classroom teachers throughout the school year for purposes of providing mentorship, training, instructional feedback, or professional learning.

3. Instructional leadership.—For school administrators, at least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation.

4. Other indicators of performance.—For instructional personnel and school administrators, the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the district school board and, for instructional personnel, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and

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reliable measures of instructional practice.

Section 8. Subsections (9) through (16) of section 1012.56, Florida Statutes, are renumbered as subsections (10) through (17), respectively, subsection (1), paragraphs (d), (g), and (i) of subsection (2) and subsections (6), (7), and (8) are amended, and a new subsection (9) is added to that section, to read:

1012.56 Educator certification requirements.—

(1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement.

(a) Pursuant to s. 120.60, the department shall issue within 90 calendar days after receipt of the completed application a professional certificate to a qualifying applicant covering the classification, level, and area for which the applicant is deemed qualified and a document explaining the requirements for renewal of the professional certificate.

(b) The department shall issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from an employer with a professional education competence demonstration program pursuant to paragraph

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~~paragraphs (6) (f) and subsection (9) (4) (4)~~. The temporary certificate must cover the classification, level, and area for which the applicant is deemed qualified. The department shall electronically notify the applicant's employer that the temporary certificate has been issued and provide the applicant an official statement of status of eligibility at the time the certificate is issued.

(c) Pursuant to s. 120.60, the department shall issue within 90 calendar days after receipt of the completed application, if an applicant does not meet the requirements for either certificate, an official statement of status of eligibility.

The statement of status of eligibility must be provided electronically and must advise the applicant of any qualifications that must be completed to qualify for certification. Each method by which an applicant can complete the qualifications for a professional certificate must be included in the statement of status of eligibility. Each statement of status of eligibility is valid for 5 3 years after its date of issuance, except as provided in paragraph (2) (d).

(2) ELIGIBILITY CRITERIA.—To be eligible to seek certification, a person must:

(d) Submit to background screening in accordance with subsection (11) ~~(10)~~. If the background screening indicates a criminal history or if the applicant acknowledges a criminal history, the applicant's records shall be referred to the investigative section in the Department of Education for review and determination of eligibility for certification. If the

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applicant fails to provide the necessary documentation requested by the department within 90 days after the date of the receipt of the certified mail request, the statement of eligibility and pending application shall become invalid.

(g) Demonstrate mastery of general knowledge, pursuant to subsection (3), ~~if the person serves as a classroom teacher pursuant to s. 1012.01(2)(a).~~

(i) Demonstrate mastery of professional preparation and education competence, pursuant to subsection (6), if the person serves as a classroom teacher or school administrator as classified in s. 1012.01(2)(a) and (3)(c), respectively.

(6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION COMPETENCE.—Acceptable means of demonstrating mastery of professional preparation and education competence are:

(a) Successful completion of an approved teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;

(b) Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;

(c) Documentation of a valid professional standard teaching certificate issued by another state;

(d) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;

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(e) Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the Department of Education as having a quality program and achievement of a passing score on the professional education competency examination required by state board rule;

(f) Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional ~~preparation and~~ education competence program pursuant to subsection (9) paragraph (8)(b), and achievement of a passing score on the professional education competency examination required by state board rule;

(g) Successful completion of a professional learning development certification ~~and education competency~~ program, outlined in subsection (8) paragraph (8)(a); or

(h) Successful completion of a competency-based certification program pursuant to s. 1004.85 and achievement of a passing score on the professional education competency examination required by rule of the State Board of Education.

The State Board of Education shall adopt rules to implement this subsection ~~by December 31, 2014~~, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence.

(7) TYPES AND TERMS OF CERTIFICATION.—

(a) The Department of Education shall issue a professional

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certificate for a period not to exceed 5 years to any applicant who fulfills one of the following:

1. Meets all the applicable requirements outlined in subsection (2).
2. For a professional certificate covering grades 6 through 12:
 - a. Meets the applicable requirements of paragraphs (2)(a)-(h).
 - b. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.
 - c. Teaches a high school course in the subject of the advanced degree.
 - d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.
 - e. Achieves a passing score on the Florida professional education competency examination required by state board rule.
3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a professional learning certification ~~preparation and education competence~~ program approved by the department pursuant to paragraph (8)(b) ~~(8)(e)~~ or an educator preparation institute approved by the department pursuant to s. 1004.85. An applicant who completes one of these programs and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency

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examination in order to be awarded a professional certificate.

(b) The department shall issue a temporary certificate to any applicant who:

1. Completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule; ~~or~~
2. For a subject area specialization for which the state board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; ~~or-~~
3. Is enrolled in a state-approved teacher preparation program under s. 1004.04; is actively completing the required program field experience or internship at a public school; completes the requirements outlined in paragraphs (2)(a), (b), (d), (e), and (f); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on

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813 a 4.0 scale, as provided by one or more accredited institutions
 814 of higher learning or a nonaccredited institution of higher
 815 learning identified by the Department of Education as having a
 816 quality program resulting in a bachelor's degree or higher.

817 (c) The department shall issue one nonrenewable 2-year
 818 temporary certificate and one nonrenewable 5-year professional
 819 certificate to a qualified applicant who holds a bachelor's
 820 degree in the area of speech-language impairment to allow for
 821 completion of a master's degree program in speech-language
 822 impairment.

823 (d) A person who is issued a temporary certificate under
 824 subparagraph (b)2. must be assigned a teacher mentor for a
 825 minimum of 2 school years after commencing employment. Each
 826 teacher mentor selected by the school district, charter school,
 827 or charter management organization must:

828 1. Hold a valid professional certificate issued pursuant to
 829 this section;

830 2. Have earned at least 3 years of teaching experience in
 831 prekindergarten through grade 12; and

832 3. Have earned an effective or highly effective rating on
 833 the prior year's performance evaluation under s. 1012.34.

834 (e)1. A temporary certificate issued under subparagraph
 835 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

836 ~~2. A temporary certificate issued under subparagraph (b)2.~~
 837 is valid for 5 school fiscal years, is limited to a one-time
 838 issuance, and is nonrenewable.

839
 840 At least 1 year before an individual's temporary certificate is
 841 set to expire, the department shall electronically notify the

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842 individual of the date on which his or her certificate will
 843 expire and provide a list of each method by which the
 844 qualifications for a professional certificate can be completed.
 845 ~~The State Board of Education shall adopt rules to allow the~~
 846 ~~department to extend the validity period of a temporary~~
 847 ~~certificate for 2 years when the requirements for the~~
 848 ~~professional certificate were not completed due to the serious~~
 849 ~~illness or injury of the applicant, the military service of an~~
 850 ~~applicant's spouse, other extraordinary extenuating~~
 851 ~~circumstances, or if the certificateholder is rated highly~~
 852 ~~effective in the immediate prior year's performance evaluation~~
 853 ~~pursuant to s. 1012.34 or has completed a 2 year mentorship~~
 854 ~~program pursuant to subsection (8). The department shall extend~~
 855 ~~the temporary certificate upon approval by the Commissioner of~~
 856 ~~Education. A written request for extension of the certificate~~
 857 ~~shall be submitted by the district school superintendent, the~~
 858 ~~governing authority of a university lab school, the governing~~
 859 ~~authority of a state-supported school, or the governing~~
 860 ~~authority of a private school.~~

861 (8) PROFESSIONAL LEARNING DEVELOPMENT CERTIFICATION AND
 862 EDUCATION COMPETENCY PROGRAM.—

863 (a) The Department of Education shall develop and each
 864 school district, charter school, and charter management
 865 organization may provide a cohesive competency-based
 866 professional learning development certification and ~~education~~
 867 ~~competency~~ program by which instructional staff may satisfy the
 868 mastery of professional preparation and education competence
 869 requirements specified in subsection (6) and rules of the State
 870 Board of Education. Participants must hold a state-issued

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temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. These entities may collaborate with other supporting agencies or educational entities for implementation. The program shall include the following:

~~1. A minimum period of initial preparation before assuming duties as the teacher of record.~~

~~2. An option for collaboration with other supporting agencies or educational entities for implementation.~~

~~1.3-~~ A teacher mentorship and induction component.

a. Each individual selected by the district, charter school, or charter management organization as a mentor:

(I) Must hold a valid professional certificate issued pursuant to this section;

(II) Must have earned at least 3 years of teaching experience in prekindergarten through grade 12;

(III) Must have completed ~~specialized~~ training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c);~~

(IV) Must have earned an effective or highly effective rating on the prior year's performance evaluation ~~under s. 1012.34;~~ and

(V) May be a peer evaluator under the district's evaluation system approved under s. 1012.34.

b. The teacher mentorship and induction component must, at

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a minimum, provide routine weekly opportunities for mentoring and induction activities, including ~~common planning time,~~ ongoing professional learning as described in s. 1012.98 ~~development~~ targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and followup discussions. Professional learning must meet the criteria established in s. 1012.98(3). Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section. ~~A principal who is rated highly effective as determined by his or her performance evaluation under s. 1012.34 must be provided flexibility in selecting professional development activities under this paragraph; however, the activities must be approved by the department as part of the district's, charter school's, or charter management organization's program.~~

~~2.4-~~ An assessment of teaching performance aligned to the district's, charter school's, or charter management organization's system for personnel evaluation under s. 1012.34 which provides for:

a. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning ~~development~~ plan.

b. A summative evaluation to assure successful completion of the program.

~~3.5-~~ Professional education preparation content knowledge, which must be included in the mentoring and induction activities under subparagraph ~~1. 3-~~, that includes, but is not limited to,

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the following:

a. The state academic standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the temporary certificate.

b. The educator-accomplished practices approved by the state board.

~~c. A variety of data indicators for monitoring student progress.~~

~~d. Methodologies for teaching students with disabilities.~~

~~e. Methodologies for teaching students of limited English proficiency appropriate for each subject area identified on the temporary certificate.~~

~~f. Techniques and strategies for operationalizing the role of the teacher in assuring a safe learning environment for students.~~

4.6. Required achievement of passing scores on the subject area and professional education competency examination required by State Board of Education rule. Mastery of general knowledge must be demonstrated as described in subsection (3).

5.7. Beginning with candidates entering a program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum ~~through the candidate's demonstration of mastery of professional preparation and education competence under paragraph (b).~~

~~(b)1. Each school district must and a private school or state-supported public school, including a charter school, may~~

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~~develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.~~

~~2. The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional development system required under s. 1012.98.~~

(b)(c) No later than December 31, 2017, The department State Board of Education shall adopt rules standards for the approval and continued approval of professional learning development certification and education competency programs aligned to, ~~including standards for the teacher mentorship and induction component,~~ under paragraph (a). ~~Standards for the teacher mentorship and induction component must include program administration and evaluation; mentor roles, selection, and training; beginning teacher assessment and professional development; and teacher content knowledge and practices aligned to the Florida Educator Accomplished Practices. Each school district or charter school with a program under this subsection must submit its program, including the teacher mentorship and induction component, to the department for approval no later than June 30, 2018. After December 31, 2018, A teacher may not~~

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satisfy requirements for a professional certificate through a professional learning development certification and education competency program under paragraph (a) unless the program has been approved by the department pursuant to this paragraph.

(9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

(a) Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.

(b) The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional learning system required under s. 1012.98.

~~(d) The Commissioner of Education shall determine the continued approval of programs implemented under paragraph (a) based upon the department's periodic review of the following:~~

~~1. Evidence that the requirements in paragraph (a) are consistently met; and~~

~~2. Evidence of performance in each of the following areas:~~

~~a. Rate of retention for employed program completers in instructional positions in Florida public schools.~~

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~~b. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.~~

~~c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a variety of students in Florida public schools.~~

~~d. Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.~~

~~e. Production of program completers in statewide critical teacher shortage areas as defined in s. 1012.07.~~

Section 9. Subsection (1) of section 1012.57, Florida Statutes, is amended to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (11) ~~s. 1012.56(2)(a)-(f) and (10)~~ and who has expertise in the subject area to be taught. An applicant shall be considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test.

Section 10. Section 1012.575, Florida Statutes, is amended

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to read:

1012.575 Alternative preparation programs for certified teachers to add additional coverage.—A district school board, or an organization of private schools or a consortium of charter schools with an approved professional learning development system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design alternative teacher preparation programs to enable persons already certificated to add an additional coverage to their certificates. Each alternative teacher preparation program shall be reviewed and approved by the Department of Education to assure that persons who complete the program are competent in the necessary areas of subject matter specialization. Two or more school districts may jointly participate in an alternative preparation program for teachers.

Section 11. Paragraph (g) of subsection (3) of section 1012.585, Florida Statutes, is redesignated as paragraph (h) and a new paragraph (g) is added to that subsection to read:

1012.585 Process for renewal of professional certificates.—

(3) For the renewal of a professional certificate, the following requirements must be met:

(g) An applicant for renewal of a professional certificate in educational leadership from a Level I program under s. 1012.562(2) or Level II program under s. 1012.562(3), with a beginning validity date of July 1, 2025, or thereafter, must earn a minimum of 1 college credit or 20 inservice points in Florida's educational leadership standards, as established in rule by the State Board of Education. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

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Section 12. Paragraph (a) of subsection (1) of section 1012.586, Florida Statutes, is amended to read:

1012.586 Additions or changes to certificates; duplicate certificates; reading endorsement pathways.—

(1) A school district may process via a Department of Education website certificates for the following applications of public school employees:

(a) Addition of a subject coverage or endorsement to a valid Florida certificate on the basis of the completion of the appropriate subject area testing requirements of s. 1012.56(5)(a) or the completion of the requirements of an approved school district program or the inservice components for an endorsement.

1. To reduce duplication, the department may recommend the consolidation of endorsement areas and requirements to the State Board of Education.

2. At least once every 5 years, the department shall conduct a review of existing subject coverage or endorsement requirements in the elementary, reading, and exceptional student educational areas. The review must include reciprocity requirements for out-of-state certificates and requirements for demonstrating competency in the reading instruction professional learning development topics listed in s. 1012.98(5)(b)11 ~~s. 1012.98(4)(b)11~~. The review must also consider the award of an endorsement to an individual who holds a certificate issued by an internationally recognized organization that establishes standards for providing evidence-based interventions to struggling readers or who completes a postsecondary program that is accredited by such organization. Any such certificate or

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program must require an individual who completes the certificate or program to demonstrate competence in reading intervention strategies through clinical experience. At the conclusion of each review, the department shall recommend to the state board changes to the subject coverage or endorsement requirements based upon any identified instruction or intervention strategies proven to improve student reading performance. This subparagraph does not authorize the state board to establish any new certification subject coverage.

The employing school district shall charge the employee a fee not to exceed the amount charged by the Department of Education for such services. Each district school board shall retain a portion of the fee as defined in the rules of the State Board of Education. The portion sent to the department shall be used for maintenance of the technology system, the web application, and posting and mailing of the certificate.

Section 13. Effective upon this act becoming law, section 1012.71, Florida Statutes, is amended to read:

1012.71 The Florida Teachers Classroom Supply Assistance Program.—

(1) For purposes of the Florida Teachers Classroom Supply Assistance Program, the term "classroom teacher" means a certified teacher employed by a public school district or a public charter school in that district on or before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through

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grade 12, who are funded through the Florida Education Finance Program. A "job-share" classroom teacher is one of two teachers whose combined full-time equivalent employment for the same teaching assignment equals one full-time classroom teacher.

(2) The Legislature, in the General Appropriations Act, shall determine funding for the Florida Teachers Classroom Supply Assistance Program. The funds appropriated are for classroom teachers to purchase, on behalf of the school district or charter school, classroom materials and supplies for the public school students assigned to them and may not be used to purchase equipment. The funds appropriated shall be used to supplement the materials and supplies otherwise available to classroom teachers. ~~From the funds appropriated for the Florida Teachers Classroom Supply Assistance Program, the Commissioner of Education shall calculate an amount for each school district based upon each school district's proportionate share of the state's total unweighted FTE student enrollment and shall disburse the funds to the school districts by July 15.~~

(3) From the funds allocated to each school district ~~and any funds received from local contributions~~ for the Florida Teachers Classroom Supply Assistance Program, the district school board shall calculate an identical amount for each classroom teacher who is estimated to be employed by the school district or a charter school in the district on September 1 of each year, which is that teacher's proportionate share of the total amount allocated to the district from state funds ~~and funds received from local contributions~~. A job-share classroom teacher may receive a prorated share of the amount provided to a full-time classroom teacher.

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(4) The department shall administer a competitive procurement through which classroom teachers may purchase classroom materials and supplies. By September 1 of each year, each school district shall submit to the department:

(a) The identical amount per classroom teacher calculated in subsection (3), including the proportionate share of the identical amount if such classroom teacher is a job-share classroom teacher.

(b) The name of each eligible classroom teacher.

(c) The name and master school identification number of the school in which the classroom teacher is assigned.

(d) Any other information necessary for administration of the program as determined by the department For a classroom teacher determined eligible on July 1, the district school board and each charter school board may provide the teacher with his or her total proportionate share by August 1 based on the estimate of the number of teachers who will be employed on September 1. For a classroom teacher determined eligible after July 1, the district school board and each charter school board shall provide the teacher with his or her total proportionate share by September 30. The proportionate share may be provided by any means determined appropriate by the district school board or charter school board, including, but not limited to, direct deposit, check, debit card, or purchasing card. If a debit card is used, an identifier must be placed on the front of the debit card which clearly indicates that the card has been issued for the Florida Teachers Classroom Supply Assistance Program. Expenditures under the program are not subject to state or local competitive bidding requirements. Funds received by a classroom

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~~teacher do not affect wages, hours, or terms and conditions of employment and, therefore, are not subject to collective bargaining. Any classroom teacher may decline receipt of or return the funds without explanation or cause.~~

(5)(4) Each classroom teacher must sign a statement acknowledging receipt of the funds, keep receipts for no less than 4 years to show that funds expended meet the requirements of this section, ~~and return any unused funds to the district school board at the end of the regular school year.~~ Any unused funds that are returned to the district school board shall be deposited into the school advisory council account of the school at which the classroom teacher ~~returning the funds~~ was employed when the funds were made available to the classroom teacher. If a school does not have a school advisory council, the funds shall be expended for classroom materials and supplies as determined by the principal that teacher received the funds or deposited into the Florida Teachers Classroom Supply Assistance Program account of the school district in which a charter school is sponsored, as applicable.

~~(5) The statement must be signed and dated by each classroom teacher before receipt of the Florida Teachers Classroom Supply Assistance Program funds and shall include the wording: "I, ... (name of teacher) ..., am employed by theCounty District School Board or by theCharter School as a full-time classroom teacher. I acknowledge that Florida Teachers Classroom Supply Assistance Program funds are appropriated by the Legislature for the sole purpose of purchasing classroom materials and supplies to be used in the instruction of students assigned to me. In accepting custody of~~

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1219 ~~these funds, I agree to keep the receipts for all expenditures~~
 1220 ~~for no less than 4 years. I understand that if I do not keep the~~
 1221 ~~receipts, it will be my personal responsibility to pay any~~
 1222 ~~federal taxes due on these funds. I also agree to return any~~
 1223 ~~unexpended funds to the district school board at the end of the~~
 1224 ~~regular school year for deposit into the school advisory council~~
 1225 ~~account of the school where I was employed at the time I~~
 1226 ~~received the funds or for deposit into the Florida Teachers~~
 1227 ~~Classroom Supply Assistance Program account of the school~~
 1228 ~~district in which the charter school is sponsored, as~~
 1229 ~~applicable."~~

1230 ~~(6) The Department of Education and district school boards~~
 1231 ~~may, and are encouraged to, enter into public-private~~
 1232 ~~partnerships in order to increase the total amount of Florida~~
 1233 ~~Teachers Classroom Supply Assistance Programs funds available to~~
 1234 ~~classroom teachers.~~

1235 Section 14. Section 1012.98, Florida Statutes, is amended
 1236 to read:

1237 1012.98 School Community Professional Learning Development
 1238 Act.—

1239 (1) The Department of Education, public postsecondary
 1240 educational institutions, public school districts, public
 1241 schools, state education foundations, consortia, and
 1242 professional organizations in this state shall work
 1243 collaboratively to establish a coordinated system of
 1244 professional learning. For the purposes of this section, the
 1245 term "professional learning" means learning that is aligned to
 1246 the state's standards for effective professional learning,
 1247 educator practices, and leadership practices; incorporates

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1248 active learning; is collaborative; provides models; and is
 1249 sustained and continuous development. The purpose of the
 1250 professional learning development system is to increase student
 1251 achievement, enhance classroom instructional strategies that
 1252 promote rigor and relevance throughout the curriculum, and
 1253 prepare students for continuing education and the workforce. The
 1254 system of professional learning development must align to the
 1255 standards adopted by the state. Routine informational meetings
 1256 may not be considered professional learning and are not eligible
 1257 for inservice points and support the framework for standards
 1258 adopted by the National Staff Development Council.

1259 (2) The school community includes students and parents,
 1260 administrative personnel, managers, instructional personnel,
 1261 support personnel, members of district school boards, members of
 1262 school advisory councils, business partners, and personnel that
 1263 provide health and social services to students.

1264 (3) Professional learning activities linked to student
 1265 learning and professional growth for instructional and
 1266 administrative staff must meet the following criteria:

1267 (a) For instructional personnel, utilize materials aligned
 1268 to the state's academic standards.

1269 (b) For school administrators, utilize materials aligned to
 1270 the state's educational leadership standards.

1271 (c) Have clear, defined, and measurable outcomes for both
 1272 individual inservice activities and multiple day sessions.

1273 (d) Employ multiple measurement tools for data on teacher
 1274 growth, participants' use of new knowledge and skills, student
 1275 learning outcomes, instructional growth outcomes, and leadership
 1276 growth outcomes, as applicable.

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- 1277 (e) Utilize active learning and engage participants
 1278 directly in designing and trying out strategies, providing
 1279 participants with the opportunity to engage in authentic
 1280 teaching and leadership experiences.
- 1281 (f) Utilize artifacts, interactive activities, and other
 1282 strategies to provide deeply embedded and highly contextualized
 1283 professional learning.
- 1284 (g) Create opportunities for collaboration.
- 1285 (h) Utilize coaching and expert support to involve the
 1286 sharing of expertise about content and evidence-based practices,
 1287 focused directly on instructional personnel and school
 1288 administrator needs.
- 1289 (i) Provide opportunities for instructional personnel and
 1290 school administrators to think about, receive input on, and make
 1291 changes to practice by facilitating reflection and providing
 1292 feedback.
- 1293 (j) Provide sustained duration with followup for
 1294 instructional personnel and school administrators to have
 1295 adequate time to learn, practice, implement, and reflect upon
 1296 new strategies that facilitate changes in practice.
- 1297 ~~(4)(3)~~ The activities designed to implement this section
 1298 must:
- 1299 (a) Support and increase the success of educators through
 1300 collaboratively developed school improvement plans that focus
 1301 on:
- 1302 1. Enhanced and differentiated instructional strategies to
 1303 engage students in a rigorous and relevant curriculum based on
 1304 state and local educational standards, goals, and initiatives;
 1305 2. Increased opportunities to provide meaningful

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- 1306 relationships between teachers and all students; and
- 1307 3. Increased opportunities for professional collaboration
 1308 among and between teachers, certified school counselors,
 1309 instructional leaders, postsecondary educators engaged in
 1310 preservice training for new teachers, and the workforce
 1311 community.
- 1312 (b) Assist the school community in providing stimulating,
 1313 scientific research-based educational activities that encourage
 1314 and motivate students to achieve at the highest levels and to
 1315 participate as active learners and that prepare students for
 1316 success at subsequent educational levels and the workforce.
- 1317 (c) Provide continuous support for all education
 1318 professionals as well as temporary intervention for education
 1319 professionals who need improvement in knowledge, skills, and
 1320 performance.
- 1321 (d) Provide ~~middle grades~~ instructional personnel and
 1322 school administrators with the knowledge, skills, and best
 1323 practices necessary to support excellence in classroom
 1324 instruction and educational leadership.
- 1325 (e) Provide training to teacher mentors as part of the
 1326 professional learning development certification program under s.
 1327 1012.56(8) and the professional education competency program
 1328 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include
 1329 components on teacher development, peer coaching, time
 1330 management, and other related topics as determined by the
 1331 Department of Education.
- 1332 ~~(5)(4)~~ The Department of Education, school districts,
 1333 schools, Florida College System institutions, and state
 1334 universities share the responsibilities described in this

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section. These responsibilities include the following:

(a) 1. The department shall create a high-quality professional learning marketplace list that acts as guide and tool for teachers, schools, school administrators, and districts across the state to identify high-quality professional learning provider programs and resources that meet the criteria described in subsection (3) and have demonstrated success in meeting identified student needs.

2. The department shall disseminate to the school community, through a centralized professional learning webpage, the marketplace list under subparagraph 1 research-based professional development methods and programs that have demonstrated success in meeting identified student needs. The Commissioner of Education shall use data on student achievement to identify student needs. ~~The methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.~~

~~2. The web-based statewide performance support system established pursuant to subparagraph 1. must include for middle grades, subject to appropriation, materials related to classroom instruction, including integrated digital instruction and competency-based instruction; CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.~~

(b) Each school district shall develop a professional learning development system as specified in subsection (4) ~~(3)~~.

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The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning development system must:

1. Be reviewed and approved by the department for compliance with s. 1003.42(3) and this section. Effective March 1, 2024, the department shall establish a calendar for the review and approval of all professional learning systems. A professional learning system must be reviewed and approved every 5 years. Any ~~All~~ substantial revisions to the system shall be submitted to the department for review and for continued approval. The department shall establish a format for the review and approval of a professional learning system.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional learning development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel shall

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focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

4. Provide inservice activities and support targeted to the individual needs of new teachers participating in the professional learning development certification and education competency program under s. 1012.56(8)(a).

5. Include a professional learning catalog ~~master plan~~ for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog ~~master plan~~ shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog plan must be aligned to and support the school-based inservice catalog plans and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog plan must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

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District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning development plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning development plan.

6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, that address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional learning development programs.

8. Provide for delivery of professional learning development by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning development programs in

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order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

10. For all ~~middle~~ grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 must include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency;

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vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

~~(6)-(5)~~ Each district school board shall provide funding for the professional learning development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. The department shall identify professional learning development opportunities that require the teacher to demonstrate proficiency in specific classroom practices, with priority given to implementing training to complete a reading endorsement pathway adopted pursuant to s. 1012.586(2)(a). A school district may coordinate its professional learning development program with that of another district, with an educational consortium, or with a Florida College System institution or university, especially in preparing and educating personnel. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

~~(7)-(6)~~ An organization of private schools or consortium of charter schools which has no fewer than 10 member schools in this state, which publishes and files with the Department of

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Education copies of its standards, and the member schools of which comply with the provisions of part II of chapter 1003, relating to compulsory school attendance, or a public or private college or university with a teacher preparation program approved pursuant to s. 1004.04, may also develop a professional learning development system that includes a professional learning catalog ~~master plan~~ for inservice activities. The system and inservice catalog plan must be submitted to the commissioner for approval pursuant to state board rules.

(8) (a) ~~(7) (a)~~ The Department of Education shall disseminate, using web-based technology, research-based best practice methods by which the state and district school boards may evaluate and improve the professional learning development system. The best practices must include data that indicate the progress of all students. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional learning development system. This report must include the results of the department's investigation and of any intervention provided.

(b) The department shall also disseminate, using web-based technology, professional learning development in the use of integrated digital instruction at schools that include middle grades. The professional learning development must provide training and materials that districts can use to provide instructional personnel with the necessary knowledge, skills, and strategies to effectively blend digital instruction into subject-matter curricula. The professional learning development must emphasize online learning and research techniques, reading

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instruction, the use of digital devices to supplement the delivery of curricular content to students, and digital device management and security. Districts are encouraged to incorporate the professional learning development as part of their professional learning development system.

(9) ~~(8)~~ The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

(10) ~~(9)~~ This section does not limit or discourage a district school board from contracting with independent entities for professional learning development services and inservice education if the district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met. Such entities shall have 3 or more years of experience providing professional learning with demonstrative success in instructional or school administrator growth. The school district must verify that such entities and contracted professional learning activities from such entities meet the criteria established in subsection (3) for training linked to student learning or professional growth.

(11) ~~(10)~~ For instructional personnel and administrative personnel who have been evaluated as less than effective, a district school board shall require participation in specific professional learning development programs as provided in subparagraph (5) (b) 5. ~~(4) (b) 5.~~ as part of the improvement prescription.

(12) ~~(11)~~ The department shall disseminate to the school community proven model professional learning development

39-00916C-23

20231430__

programs that have demonstrated success in increasing rigorous and relevant content, increasing student achievement and engagement, meeting identified student needs, and providing effective mentorship activities to new teachers and training to teacher mentors. The methods of dissemination must include a web-based statewide performance-support system including a database of exemplary professional learning development activities, a listing of available professional learning development resources, training programs, and available technical assistance. Professional learning development resources must include sample course-at-a-glance and unit overview templates that school districts may use when developing curriculum. The templates must provide an organized structure for addressing the Florida Standards, grade-level expectations, evidence outcomes, and 21st century skills that build to students' mastery of the standards at each grade level. Each template must support teaching to greater intellectual depth and emphasize transfer and application of concepts, content, and skills. At a minimum, each template must:

(a) Provide course or year-long sequencing of concept-based unit overviews based on the Florida Standards.

(b) Describe the knowledge and vocabulary necessary for comprehension.

(c) Promote the instructional shifts required within the Florida Standards.

(d) Illustrate the interdependence of grade-level expectations within and across content areas within a grade.

(13)~~(12)~~ The department shall require teachers in grades K-12 to participate in continuing education training provided by

39-00916C-23

20231430__

the Department of Children and Families on identifying and reporting child abuse and neglect.

Section 15. Subsection (1) of section 1012.986, Florida Statutes, is amended to read:

1012.986 William Cecil Golden Professional Learning Development Program for School Leaders.—

(1) There is established the William Cecil Golden Professional Learning Development Program for School Leaders to provide high-quality standards and sustained support for educational leaders. For purposes of this section, the term "educational leader" means teacher leaders, assistant principals, principals, or school district leaders. The program shall consist of a collaborative network of school districts, state-approved educational leadership programs, regional consortia, charter management organizations, and state and national professional leadership organizations to respond to educational leadership needs throughout the state. The network shall support the human-resource learning development needs of educational leaders using the framework of leadership standards adopted by the State Board of Education. The goal of the network leadership program is to:

(a) Provide resources to support and enhance the roles of educational leaders.

(b) Maintain a clearinghouse and disseminate data-supported information related to the continued enhancement of student achievement and learning, civic education, coaching and mentoring, mental health awareness, technology in education, distance learning, and school safety based on educational research and best practices.

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20231430__

(c) Increase the quality and capacity of educational leadership ~~learning development~~ programs.

(d) Support evidence-based leadership practices through dissemination and modeling at the preservice and inservice levels for educational leaders.

(e) Support the professional growth of instructional personnel who provide reading instruction and interventions by training school administrators on classroom observation, instructional coaching, and teacher evaluation practices aligned to evidence-based reading instruction and intervention strategies.

Section 16. The Division of Law Revision shall prepare a reviser's bill to replace references to the term "professional development" where it occurs within chapters 1000 through 1013 of the Florida Statutes with the term "professional learning."

Section 17. Except as otherwise expressly provided in this act, and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2023.



SENATOR Bryan Avila
39th District

THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Government Oversight and Accountability, Chair
Appropriations
Appropriations Committee on Education
Appropriations Committee of Health and Human
Services
Education Pre-K 12
Ethics and Elections
Health Policy
Select Committee on Resiliency
Joint Select Committee on Collective Bargaining

March 20, 2023

Honorable Senator Keith Perry
Committee on Education Appropriations

Honorable Chair Perry:

I respectfully request SB 1430 An Act Relating to Education be placed on the next committee agenda.

SB 1430 Revises the graduation requirement for certain students, it deletes the requirement that certain certification programs be previously approved by the Department of Education. It also revises the calculation of school grades for certain schools; revising requirements for the calculation of additional full-time equivalent membership for certain funding through the Florida Education Finance Program; requiring certain applicants for the renewal of a professional certificate to earn specified college credit or in-service points; revising the funding calculation for the Florida Teachers Classroom Supply Assistance Program.

Sincerely,

A handwritten signature in blue ink that reads "Bryan Avila".

Senator Bryan Avila
Florida Senate, District 39

CC: Tim Elwell, Staff Director
JoAnne Bennett, Committee Administrative Assistant
Anthony Serge, Legislative Aide

REPLY TO:

- ☐ 10001 Northwest 87th Avenue, Hialeah Gardens, Florida 33016 (305) 364-3073
- ☐ 326 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5039

Senate's Website: www.flsenate.gov

Kathleen Passidomo
President of the Senate

Dennis Baxley
President Pro Tempore

The Florida Senate

APPEARANCE RECORD

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4-18-23
Meeting Date

EO Approps
Committee

Name Bob Harris

1430
Bill Number or Topic

176674
Amendment Barcode (if applicable)

Phone 850-222-0720

Address 2618 Centennial Place
Street

Email bharris@loutfla.com

Tallahassee FL 32308
City State Zip

Speaking: ☐ For ☒ Against ☐ Information **OR** Waive Speaking: ☐ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

FAINS

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

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Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Phone

Address

Email

Street

City

State

Zip

Speaking:



For



Against



Information

OR

Waive Speaking:



In Support



Against

PLEASE CHECK ONE OF THE FOLLOWING:I am appearing without
compensation or sponsorship.I am a registered lobbyist,
representing:I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

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4/18/23

Meeting Date

1430

Bill Number or Topic

Education Appropriations

Committee

Amendment Barcode (if applicable)

Name

Allen Matham Jr

Phone

(850) 566-3760

Address

150 South Monroe

Email

Allen@FAPSC.org

Street

Tallahassee

State

FL

Zip

32301

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☐

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
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Florida Association of Postsecondary Schools

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The Florida Senate

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4/17/23

Meeting Date

1430

Bill Number or Topic

Appropriations Education

Committee

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Amendment Barcode (if applicable)

Name

Mary Rivera

Phone

352 789-2996

Address

14715 NE 112th Ct

Email

sing4slory@gmail.com

Street

Fort McCoy, FL

State

32134

Zip

Speaking:

☐

For

☐

Against

☒

Information

OR

Waive Speaking:

☐

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☒

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4/18/23
Meeting Date

Ed Approps
Committee

SB 1430
Bill Number or Topic

Name Nancy Lawther, Ph.D (Florida PTA) Phone 407 855-7604

Address 1747 Orlando Central Pkwy Email legislation@florida
Orlando FL 32809 pta.org
City State Zip

Speaking: ☐ For ☐ Against ☒ Information **OR** Waive Speaking: ☐ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

☒ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Florida PTA

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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 Committee on Education

BILL: SB 1564

INTRODUCER: Senator Stewart

SUBJECT: Year-round School Pilot Program

DATE: April 18, 2023

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Sabitsch	Bouck	ED	Favorable
2. Gray	Elwell	AED	Favorable
3. _____	_____	FP	_____

I. Summary:

SB 1564 establishes the Year-round School Pilot Program (program) beginning in the 2024-2025 school year. Specifically, the bill creates the program as a four year pilot for the Florida Department of Education (DOE) to assist district school boards in establishing year-round schools and to study the outcomes.

The bill requires the DOE to create an application process that includes certain elements.

The bill requires the DOE to select five school districts for participation in the program and outlines requirements for district school boards participating in the program, which includes submission of specific data to the DOE for an evaluation of the program.

At the conclusion of the program, the bill requires the Commissioner of Education to submit a report to the Governor and the Legislature that includes benefits to students and instructional personnel, barriers to implementation, and recommendation for expansion.

The bill takes effect on July 1, 2023.

II. Present Situation:

Year-round Schools in Florida

Florida law requires each district school board to operate all public schools for a term of 180 days or the equivalent on an hourly basis.¹ Each district school board is required to set the opening and closing of schools with the earliest opening date for schools as August 10 of each year.²

¹ Section 1001.42(12)(a), F.S.

² Section 1001.42(4), F.S.

Florida law authorizes year-round-schools.³ For the 2021-2022 school year, there were 16 schools that were identified as year-round schools by the Department of Education (DOE),⁴ most were aimed to serve students in Department of Juvenile Justice facilities or other alternative educational facilities. Charlotte County Public School district operates three elementary schools on year-round calendars. Brevard County Public Schools has one charter school that offers year-round instruction for elementary and middle school grades.

Florida law also provides for extended-school-year (ESY) programs that districts may apply to the Commissioner of Education for funds in order to plan and implement extended-school-year programs in their services areas. These programs allow for extension of the school year to 210 days or more.⁵ An ESY program is specially designed instruction and related services that are provided to a student with a disability beyond the normal school year of the school district, in accordance with the student's individual educational plan (IEP), and at no cost to the parents.⁶

Types of Year-round Calendars

Most year-round schools operate as a “single-track” or “balanced calendar” where the general 180 day school year is spread over the entire year with smaller but more frequent breaks rather than a longer two to three month summer vacation. A common model is the 45/15 version, wherein students attend school for a 45-day period, followed by a 15-day vacation. This cycle repeats four times throughout the school year, taking into account holidays that take place throughout the year.

Some year-round schools have operated on a “multi-track” system whereby scheduling students on different tracks with staggered vacations, administrators could expand the capacity of existing school buildings. Essentially, one of the tracks of students is always on break so that the school can accommodate more students over the course of the year.

From 1999 to 2018 the percentage of U.S. public schools employing year-round calendars fell from about six percent of schools to three percent. Literature characterizes some positive possible outcomes of year-round schools as:

- More frequent and evenly spaced breaks.
- Additional enrichment opportunities during short breaks.
- Less summer learning loss.

The same literature describes the following possible negative outcomes:

- Limited evidence of academic benefits.
- Childcare difficulties.
- Shorter summers.⁷

³ Section 1011.62(1)(q), F.S.

⁴ Email, Keenen Vernon, Deputy Director of Legislative Affairs, Florida Department of Education (Mar. 30, 2023) (on file with Senate Committee Education Pre-K – 12).

⁵ Section 1011.62(1)(r), F.S.

⁶ Rule 6A-6.03028, F.A.C.

⁷ U.S. News and World Report, *Pros and Cons of Year-Round School*, <https://www.usnews.com/education/k12/articles/the-pros-and-cons-of-year-round-school-calendars>, (last visited Mar. 30, 2023).

III. Effect of Proposed Changes:

SB 1564 creates s. 1003.07, F.S., to establish the Year-round School Pilot Program (program) as a four year pilot beginning with the 2025-2025 school year. The program's purpose is to allow the Department of Education (DOE) to assist district school boards in establishing a year-round school program within their service area with a minimum of one elementary school participating. The pilot will study the issues, benefits and schedule options that could be employed across the state.

The bill requires the DOE to create an application process for districts to apply to participate in the program. The DOE is given authority to adopt rules to implement the program. The application process must include a number of elements which include:

- The number of students enrolled in schools that will be part of the program.
- The academic performance of the students in schools enrolled in the program.
- The rate of absenteeism and the tardiness of the students in schools enrolled in the program.
- The commitment of each school's instructional personnel and students to the program.
- An explanation of the benefits of the program.

The bill requires the Commissioner of Education to select five district school boards to participate in the program with an emphasis on having representative districts from a variety of demographics which must include urban, suburban, and rural schools. Program districts will implement either a single-track or multi-track schedule and provide data to the DOE to allow for analysis of the academic and safety benefits of the program, an evaluation of potential barriers for implementation of the program, and strategies for addressing barriers. The evaluation must include the following:

- Issues related to the commitment of personnel and students in the pilot.
- The provision of services during the summer months.
- Parental engagement.
- Coordination with community services.
- Student assessment and progression.
- Issues with transportation.

The bills requires the Commissioner of Education (commissioner) to report to the Governor, the President of the Senate, and the Speaker of the House of Representatives after the completion of the pilot. The bill includes specific information that must be included in the report as follows:

- The number of students enrolled in the program schools prior, during, and after the program.
- The health, academic, and safety benefits to the students and instructional personnel in the program.
- The barriers to implementation.
- Recommendations from the commissioner on the universal adoption of year-round schools.

The bill takes effect on July 1, 2023.

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 fiscal impact to the DOE to oversee and implement the pilot should be minimal and covered by existing resources. There should be no other fiscal impact as long as the districts participating in the pilot has a school schedule that equals 180 days or the hourly equivalent of 180 days.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1003.07 of the Florida Statutes.

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 Stewart

17-01443-23

20231564__

A bill to be entitled

An act relating to the Year-round School Pilot Program; creating s. 1003.07, F.S.; creating the Year-round School Pilot Program for a period of 4 school years beginning with a specified school year; providing the purpose of the program; providing an application process for school districts seeking to participate in the program; requiring the Commissioner of Education to select a certain number of school districts to participate in the program; providing requirements for participating school districts; requiring the commissioner to submit a report to the Governor and Legislature; providing requirements for the report; authorizing the State Board of Education to adopt rules; providing an effective date.

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

Section 1. Section 1003.07, Florida Statutes, is created to read:

1003.07 Year-round School Pilot Program.—Beginning with the 2024-2025 school year, the Year-round School Pilot Program is created for a period of 4 school years. The purpose of the program is for the Department of Education to assist school districts in establishing a year-round school program within at least one elementary school in a district and to study the issues, benefits, and schedule options for instituting year-round school programs for all students.

(1) (a) School districts shall apply to the Department of

Page 1 of 3

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17-01443-23

20231564__

Education, in a format and by a date prescribed by the department, to participate in the program. The application must include:

1. The number of students enrolled in the elementary school or schools that will implement a year-round school program.

2. The academic performance of the students enrolled in such school or schools.

3. The rate of absenteeism and tardiness of students enrolled in such school or schools.

4. The commitment of such school's or schools' instructional personnel and students to the year-round school program.

5. An explanation of how the implementation of the year-round school program will benefit the students.

(b) The Commissioner of Education shall select five school districts to participate in the program. To the extent possible, the commissioner shall select school districts that represent a variety of demographics, including, but not limited to, urban, suburban, and rural school districts.

(2) A school district selected for a year-round school program shall:

(a) Implement a single-track or multi-track schedule.

(b) Provide data to the department to allow for:

1. An assessment of the academic and safety benefits associated with establishing a year-round school program.

2. An evaluation of any potential barriers for the school district upon implementation of a year-round school program, including, but not limited to:

a. Issues related to the commitment of instructional

Page 2 of 3

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17-01443-23

20231564__

59 personnel and students.

60 b. The provision of services during the summer months.

61 c. School district budgeting.

62 d. Parental engagement and participation.

63 e. Coordination with community services.

64 f. Student assessment and progression practices.

65 g. Student transportation.

66 3. The consideration of strategies for addressing such
67 potential barriers.

68 (3) Upon completion of the program, the commissioner shall
69 provide a report to the Governor, the President of the Senate,
70 and the Speaker of the House of Representatives. The report must
71 include:

72 (a) The number of students enrolled at participating
73 schools.

74 (b) The number of students enrolled at participating
75 schools before and after the implementation of the year-round
76 school program.

77 (c) Any health, academic, and safety benefits for students
78 or instructional personnel from the implementation of the year-
79 round school program.

80 (d) An evaluation of any potential barriers for school
81 districts and families associated with a year-round school
82 program.

83 (e) The commissioner's recommendation on the adoption of
84 year-round school programs for all students.

85 (4) The State Board of Education may adopt rules to
86 administer the program.

87 Section 2. This act shall take effect July 1, 2023.



The Florida Senate

Committee Agenda Request

To: Senator , Chair Keith Perry
Appropriations Committee on Education

Subject: Committee Agenda Request

Date: April 4, 2023

I respectfully request that **Senate Bill #1564**, Year-Round Schooling Pilot, be placed on:

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

A handwritten signature in cursive script that reads "Linda Stewart".

Senator Linda Stewart
Florida Senate, District 17

The Florida Senate

APPEARANCE RECORD

4/18/2023

Meeting Date

SB 1564

Bill Number or Topic

Approp Committee on Education

Committee

Deliver both copies of this form to
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Amendment Barcode (if applicable)

Name

Brian Moore

Phone

(850) 577-5784

Address

208 S. Monroe St

Email

bmoore@fadss.org

Street

Tallahassee FL

32301

City

State

Zip

Speaking:



For



Against



Information

OR

Waive Speaking:



In Support



Against

PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without
compensation or sponsorship.



I am a registered lobbyist,
representing:

Florida Association of District
School Superintendents (FADSS)



I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

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Committee

SB 1564

Bill Number or Topic

Name Nancy Lawther, Ph.D (Florida PTA) Phone 407 855-7604

Address 1747 Orlando Central Pkwy Email legislation@florida
Orlando FL 32809 pta.org

Street

City

State

Zip

Amendment Barcode (if applicable)

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

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compensation or sponsorship.

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representing:

☒ I am not a lobbyist, but received
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Florida PTA

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CourtSmart Tag Report

Room: KB 412
Caption: Senate Committee on Education Appropriations

Type:
Judge:

Started: 4/18/2023 12:04:22 PM

Ends: 4/18/2023 2:08:39 PM

Length: 02:04:18

12:04:22 PM	Sen. Perry (Chair)
12:05:39 PM	S 1236
12:05:46 PM	Sen. Wright
12:06:32 PM	Sen. Davis
12:06:59 PM	Sen. Wright
12:08:05 PM	Sen. Harrell
12:09:18 PM	Sen. Wright
12:10:00 PM	S 1112
12:10:15 PM	Sen. Burgess
12:11:05 PM	Sen. Thompson
12:11:46 PM	Sen. Burgess
12:13:09 PM	Sen. Davis
12:13:36 PM	Sen. Burgess
12:14:59 PM	Sen. Davis
12:16:32 PM	Sen. Burgess
12:17:49 PM	Sen. Davis
12:18:12 PM	Sen. Burgess
12:18:34 PM	Sen. Book
12:19:05 PM	Sen. Burgess
12:20:08 PM	Sen. Book
12:20:19 PM	Sen. Burgess
12:20:31 PM	Sen. Harrell
12:22:03 PM	Sen. Burgess
12:22:13 PM	Chris Doolin, Small District Council
12:24:56 PM	Doug Bell, FL Chapter of the America Academy of Pediatrics
12:25:07 PM	Mary Rivera
12:27:26 PM	Nancy Lawther, PhD, Florida PTA (Waives in Support)
12:27:41 PM	Sen. Jones
12:30:02 PM	Sen. Calatayud
12:30:22 PM	Sen. Davis
12:32:10 PM	Sen. Burton
12:33:34 PM	Sen. Book
12:35:01 PM	Sen. Harrell
12:36:16 PM	Sen. Book
12:36:59 PM	Sen. Simon
12:38:09 PM	Sen. Burgess
12:41:18 PM	Sen. Jones
12:42:10 PM	Sen. Harrell
12:42:28 PM	S 1564
12:42:33 PM	Sen. Stewart
12:44:34 PM	Sen. Simon
12:44:55 PM	Sen. Stewart
12:45:19 PM	Sen. Davis
12:45:38 PM	Sen. Stewart
12:46:13 PM	Sen. Davis
12:46:32 PM	Sen. Stewart
12:46:50 PM	Sen. Jones
12:46:59 PM	Sen. Stewart
12:47:18 PM	Sen. Jones
12:47:30 PM	Sen. Stewart
12:47:51 PM	Sen. Jones
12:48:09 PM	Sen. Stewart

12:48:32 PM	Sen. Burton
12:48:53 PM	Sen. Stewart
12:49:27 PM	Sen. Burton
12:49:45 PM	Sen. Stewart
12:50:13 PM	Brian Moore, FL Assn. of District School Superintendents
12:52:21 PM	Nancy Lawther, PhD, Florida PTA (Waives in Support)
12:52:31 PM	Sen. Harrell
12:53:57 PM	Sen. Davis
12:54:38 PM	Sen. Stewart
12:55:37 PM	S 804
12:55:40 PM	Sen. Simon
12:56:27 PM	Sen. Thompson
12:56:49 PM	Sen. Simon
12:57:05 PM	Sen. Thompson
12:57:24 PM	Sen. Simon
12:57:47 PM	Sen. Thompson
12:58:03 PM	Sen. Simon
12:58:20 PM	Sen. Thompson
12:58:41 PM	Sen. Simon
12:59:07 PM	Sen. Jones
1:00:13 PM	Sen. Simon
1:00:49 PM	Sen. Jones
1:01:26 PM	Sen. Simon
1:01:49 PM	Nancy Lawther, PhD, Florida PTA (Waives in Support)
1:01:54 PM	Melinda Stanwood
1:04:28 PM	Sen. Thompson
1:04:49 PM	M. Stanwood
1:05:48 PM	Sen. Thompson
1:06:25 PM	M. Stanwood
1:06:36 PM	Sen. Jones
1:08:01 PM	Sen. Thompson
1:10:14 PM	Sen. Davis
1:13:19 PM	Sen. Simon
1:15:41 PM	Sen. Perry
1:15:47 PM	S 1272
1:15:52 PM	Sen. Simon
1:16:24 PM	Sen. Harrell
1:17:16 PM	Sen. Simon
1:17:34 PM	Sen. Harrell
1:17:58 PM	Sen. Simon
1:18:12 PM	Sen. Jones
1:18:29 PM	Sen. Simon
1:19:16 PM	Sen. Jones
1:19:28 PM	Sen. Simon
1:19:58 PM	Sen. Harrell
1:21:20 PM	Sen. Davis
1:22:26 PM	Sen. Perry
1:22:31 PM	Sen. Simon
1:22:46 PM	Sen. Davis
1:23:36 PM	Sen. Simon
1:23:51 PM	Sen. Davis
1:24:37 PM	Sen. Simon
1:25:04 PM	Sen. Burton
1:25:36 PM	Sen. Simon
1:25:40 PM	Sen. Burton
1:25:54 PM	Sen. Simon
1:26:23 PM	Mark Anderson, South College
1:30:12 PM	Sen. Harrell
1:30:34 PM	M. Anderson
1:31:00 PM	Sen. Harrell
1:31:21 PM	M. Anderson
1:31:27 PM	Sen. Harrell

1:31:35 PM	M. Anderson
1:31:43 PM	Sen. Harrell
1:32:00 PM	David Caserta
1:32:28 PM	Sen. Harrell
1:32:39 PM	D. Caserta
1:32:45 PM	Sen. Harrell
1:32:55 PM	D. Caserta
1:33:25 PM	Sen. Harrell
1:33:45 PM	D. Caserta
1:34:30 PM	Sen. Harrell
1:34:43 PM	D. Caserta
1:35:04 PM	Sen. Harrell
1:35:13 PM	Sen. Davis
1:35:26 PM	D. Caserta
1:36:40 PM	Sen. Harrell
1:38:57 PM	Sen. Davis
1:41:21 PM	Sen. Simon
1:44:10 PM	S 1430
1:44:24 PM	Sen. Avila
1:46:22 PM	Am. 176676
1:46:33 PM	Sen. Avila
1:48:40 PM	Mary Rivera (Waives in Support)
1:48:43 PM	Bob Harris, FAINS
1:50:03 PM	Sen. Thompson
1:50:18 PM	Sen. Avila
1:51:09 PM	Sen. Davis
1:51:49 PM	Sen. Avila
1:52:58 PM	Sen. Davis
1:53:36 PM	Sen. Avila
1:54:36 PM	Sen. Davis
1:55:28 PM	Sen. Avila
1:57:35 PM	Mary Rivera
1:59:43 PM	Nancy Lawther, Florida PTA
2:03:23 PM	Allen Morthom Jr., Florida Association of Postsecondary Schools
2:04:34 PM	Sen. Avila
2:07:32 PM	Sen. Thompson
2:07:43 PM	Sen. Collins
2:07:54 PM	Sen. Calatayud
2:08:10 PM	Sen. Thompson