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<th>Tab 1</th>
<th>SB 290 by Smith; (Similar to H 0015) STEM Teacher Loan Forgiveness Program</th>
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<th>SB 806 by Legg; (Similar to H 0585) Instruction for Homebound and Hospitalized Students</th>
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<th>SB 884 by Benacquisto (CO-INTRODUCERS) Gaetz, Soto, Bradley, Bullard, Abruzzo; (Identical to H 0907) Youth Suicide Awareness and Prevention</th>
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### COMMITTEE MEETING EXPANDED AGENDA

**APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**

**Senator Gaetz, Chair**

**Senator Montford, Vice Chair**

**MEETING DATE:** Thursday, January 28, 2016  
**TIME:** 10:00 a.m.—12:00 noon  
**PLACE:** *Pat Thomas Committee Room*, 412 Knott Building

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

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<th>BILL NO. and INTRODUCER</th>
<th>BILL DESCRIPTION and SENATE COMMITTEE ACTIONS</th>
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<tr>
<td>1</td>
<td>SB 290</td>
<td>STEM Teacher Loan Forgiveness Program; Creating the STEM Teacher Loan Forgiveness Program; providing for the administration and funding of the program; providing for student eligibility and the use of funds, etc.</td>
<td>Fav/CS Yeas 7 Nays 0</td>
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<td>SB 806</td>
<td>Instruction for Homebound and Hospitalized Students; Requiring school districts to provide instruction to homebound or hospitalized students; requiring the State Board of Education to adopt rules related to student eligibility, methods of providing instruction to homebound or hospitalized students, and the initiation of services; requiring each school district to enter into an agreement with certain hospitals within its district by a specified date, etc.</td>
<td>Favorable Yeas 7 Nays 0</td>
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<td>3</td>
<td>SB 884</td>
<td>Youth Suicide Awareness and Prevention; Requiring the Department of Education to incorporate training in youth suicide awareness and prevention into certain instructional personnel continuing education or inservice training requirements; requiring the department, in consultation with the Statewide Office for Suicide Prevention and suicide prevention experts, to develop a list of approved materials for the training, etc.</td>
<td>Favorable Yeas 7 Nays 0</td>
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<td>SB 886 Benacquisto</td>
<td>Parent and Student Rights; Revising public</td>
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<td>school educational choice options available</td>
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<td>to students throughout the state to include</td>
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<td>CAPE Digital Tool certificates, CAPE industry</td>
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<td>certifications, and collegiate high school</td>
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<td>programs; deleting the definition of and</td>
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<td>provisions relating to the term &quot;controlled</td>
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<td>open enrollment&quot;; requiring each school</td>
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<td>district board to establish a classroom</td>
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<td>a certain timeframe, to notify a parent of</td>
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<td>a denial, and to post an explanation of the</td>
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<td>transfer process in the student handbook or</td>
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<td>a similar publication, etc.</td>
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<td>CS/SB 984 Higher Education / Legg</td>
<td>Education Access and Affordability; Specifying that the costs of instructional materials are not included in tuition for certain online degree programs; requiring the Board of Governors and the State Board of Education to annually identify strategies to promote college affordability; requiring Florida College System institution and state university boards of trustees to identify wide variances in the costs of, and frequency of changes in the selection of, textbooks and instructional materials for certain courses, etc.</td>
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<td>SB 1060 Legg</td>
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<td>membership requirements for the State</td>
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<td>Apprenticeship Advisory Council; revising</td>
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<td>the attributes that characterize apprenticeable occupations; increasing the maximum number of certain CAPE Digital Tool certificates that the Commissioner of Education may recommend be added to the CAPE Industry Certification Funding List, etc.</td>
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<td>SB 1166 Gaetz</td>
<td>Education Funding; Revising the calculation for certain supplemental funds for exceptional student education programs, etc.</td>
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<td>SB 1634</td>
<td>School Choice: Specifying that the calculation for compliance with maximum class size requirements for a specified district innovation school of choice is at the school level; requiring the State Board of Education to review at a specified interval the performance metrics of each individual innovation school of choice for compliance with certain requirements, etc.</td>
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<td>9</td>
<td>SB 7036</td>
<td>School District Purchasing; Requiring each district school board to use certain agreements and contracts for purchasing nonacademic commodities and contractual services under certain circumstances; requiring a district school board to post a written justification for certain determinations on the board’s website, etc.</td>
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<td>Review and Discussion of Fiscal Year 2016-2017 Budget Issues Relating To:</td>
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<td>Other Related Meeting Documents</td>
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I. Summary:

PCS/SB 290 creates a STEM Teacher Loan Forgiveness Program to encourage and incentivize qualified college graduates to remain in Florida and to teach a science, technology, engineering, or mathematics (STEM) course at a public school.

Specifically, the bill:
- Requires the Department of Education (DOE) to administer the program;
- Establishes eligibility criteria;
- Specifies that the program may only cover loans received from federal programs or commercial lending institutions for the support of education study at a postsecondary education institution;
- Authorizes DOE to make loan payments directly to the holder of the loan for up to $4,000 per year for up to four years for eligible teachers;
- Authorizes the DOE to use only up to one percent of the funds from the program appropriation for administrative costs, unless otherwise specified in the General Appropriations Act; and
- Authorizes the State Board of Education to adopt rules to administer the program.

Funding for the program is contingent upon a specific appropriation in the General Appropriations Act and is not currently funded in the proposed Senate General Appropriations Bill, SPB 2500. According to the DOE, the total administrative cost of the program for the 2016-2017 fiscal year would be $150,465. This includes $79,200 to update the State Student
Financial Aid Database with administrative capabilities and $71,265 for one additional full-time position to administer the program.

The bill takes effect on July 1, 2016.

II. Present Situation:

Florida does not currently have a state-administered teacher loan forgiveness program. However, two similar programs previously existed: the Critical Teacher Shortage Student Loan Forgiveness Program and the Critical Teacher Shortage Tuition Reimbursement Program. In the 2009-2010 fiscal year, the final year of funding for these programs, the Critical Teacher Shortage Student Loan Forgiveness Program funded 4,215 applicants with an average undergraduate award of $434 and an average graduate award of $866. The Critical Teacher Shortage Tuition Reimbursement Program funded 505 applicants with an average award of $103. In 2011, both programs were repealed due to lack of funding.

STEM Education

The Department of Education (DOE) defines “STEM education” as the intentional integration of science, technology, engineering, and mathematics, and their associated practices to create a student-centered learning environment in which students investigate and engineer solutions to problems, and construct evidence-based explanations of real-world phenomena with a focus on a student’s social, emotional, physical, and academic needs through shared contributions of schools, families, and community partners.

During the 2014-15 fiscal year, 175,006 teachers were employed in 4,426 Florida public schools. Of this number, 47,342 teachers were teaching in a STEM area for eight or more years in a Florida public school district.

The DOE’s 2015-2016 Course Directory lists courses by subject area, including science and mathematics. However, a STEM course is not specifically defined in the 2015-2016 Course Directory.

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1 Section 1009.58 and Section 1009.59, F.S. (2010); Repealed by s. 10, Chapter 2011-37, L.O.F. Established in 1983 to encourage qualified personnel to seek employment in subject areas in which critical teacher shortages existed.
2 S. 436, ch. 2002-387, L.O.F.; Repealed by s. 10, Chapter 2011-37, L.O.F. Established in 1983 to advance the skills and knowledge of current teachers or persons preparing to teach in critical teacher shortage areas.
4 Id.
5 Chapter 2011-37, L.O.F.
7 Staff of the Department of Education, 2016 Legislative Bill Analysis for SB 290, (on file with the Committee on Education Pre-K-12).
8 Id.
Postsecondary Education Institutions

The Legislature recognizes that effective teachers make an important contribution to a system that allows students to obtain a high quality education.\(^{10}\)

The State Board of Education is required to maintain a system for development and approval of teacher preparation programs to allow postsecondary teacher preparation institutions the ability to employ varied and innovative teacher preparation techniques while being held accountable for producing program completers with the competencies and skills needed to achieve the state education goals.\(^{11}\)

Each state-approved teacher preparation program is required to follow uniform core curricula\(^{12}\) requirements established by the State Board of Education.\(^{13}\) The programs must include the following:\(^{14}\)

- Florida Educator Accomplished Practices;
- State-adopted content standards;
- Scientifically researched reading instruction;
- Content literacy and mathematics practices;
- Strategies appropriate for the instruction of English language learners;
- Strategies appropriate for the instruction of students with disabilities; and
- School safety.

Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate’s area or areas during field experience.\(^{15}\) The candidate must pass each portion of the Florida Teacher Certification Examination required for professional certificate in the area or areas of program concentration.\(^{16}\)

Educator Preparation Institutes

An educator preparation institute is defined as an institute created by a postsecondary institution or a qualified private provider and approved by the DOE.\(^{17}\) A DOE-approved postsecondary institute provides:\(^{18}\)

- Professional development instruction to assist teachers to improve classroom instruction and in meeting certification or recertification requirements;
- Instruction to assist potential and existing substitute teachers;
- Instruction to assist paraprofessionals in meeting education and training requirements; and

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\(^{10}\) Section 1004.04, F.S.; Rule 6A-5.066, F.A.C.
\(^{11}\) Id.
\(^{12}\) Rule 6A-5.066, F.A.C. Uniform Core Curricula requires all state-approved teacher preparation programs to meet the standards contained in the Educator Accomplished Practices, Competencies and Skills for Teacher Certification, state content standards, and scientifically researched reading instruction appropriate to the candidate’s teacher preparation program.
\(^{13}\) Section 1004.04(2), F.S.; Rule 6A-5.066, F.A.C.
\(^{14}\) Section 1004.04(2)(b), F.S.
\(^{15}\) Section 1004.04(2)(d), F.S.
\(^{16}\) Id.
\(^{17}\) Section 1004.85, F.S.
\(^{18}\) Section 1004.85 (2), F.S.; Rule 6A-5.066, F.A.C.
• Instruction for baccalaureate degree holders to become certified teachers 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.

**Florida Educator Certification**

Florida educator certificates are issued by the Florida Department of Education as prescribed in statute. The Legislature has established certification requirements to assure that educational personnel in public schools possess appropriate skills in reading, writing, and mathematics, and adequate pedagogical knowledge, including the use of technology to enhance student learning, and relevant subject matter competence so as to demonstrate an acceptable level of professional performance. The established certificate renewal process promotes the continuing professional improvement of school personnel, thereby enhancing public education in all areas of the state.

**III. Effect of Proposed Changes:**

PCS/SB 290 creates a STEM Teacher Loan Forgiveness Program (program) to encourage and incentivize qualified college graduates to remain in Florida and to teach science, technology, engineering, or mathematics (STEM) at a public school.

Specifically, the bill establishes eligibility criteria which requires a teacher to:
• Receive a baccalaureate or graduate degree from a Florida public postsecondary education institution;
• Hold a valid Florida educator certificate issued by the Department of Education (DOE);
• Be employed by a school district and assigned to teach a STEM course at a public school in Florida for eight consecutive years; and
• Not receive student loan repayment assistance from any other source.

The DOE may make loan payments for up to $4,000 per year for up to four years for eligible teachers, paid directly to holder of the loan. The maximum repayment amount must be prorated based upon available appropriation and the program may be implemented only as specifically funded.

The bill requires the DOE to administer the program and authorizes DOE to use up to one percent of the funds from the program appropriation for administrative costs, unless otherwise specified in the General Appropriations Act. The bill also authorizes the State Board of Education to adopt rules for administering the program.

The bill takes effect on July 1, 2016.

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19 Section 1012.56, F.S.
20 Section 1012.54, F.S.
21 Id.
IV. Constitutional Issues:
   A. Municipality/County Mandates Restrictions:
      None.
   B. Public Records/Open Meetings Issues:
      None.
   C. Trust Funds Restrictions:
      None.

V. Fiscal Impact Statement:
   A. Tax/Fee Issues:
      None.
   B. Private Sector Impact:
      Under PCS/SB 290, teachers who meet the eligibility criteria may receive loan payments up to $4,000 per year for up to four years.
   C. Government Sector Impact:
      Implementation of the program is contingent upon funding; the proposed Senate General Appropriations Bill, SPB 2500, does not contain funding for the program.
      According to the DOE, the total administrative cost of the program for the 2016-2017 fiscal year would be $150,465. This includes $79,200 to update the State Student Financial Aid Database with administrative capabilities and $71,265 for one additional full-time position to administer the program. How many teachers may be eligible for this program is unknown.

VI. Technical Deficiencies:
   None.

VII. Related Issues:
   None.

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22 Staff of the Department of Education, 2016 Agency Bill Analysis SB 290, (on file with the Committee on Education Pre-K-12).
VIII. Statutes Affected:
This bill creates section 1009.641 of the Florida Statutes.

IX. Additional Information:

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

Recommended CS by Appropriations Subcommittee on Education on January 28, 2016:
The committee substitute:
- Modifies the eligibility criteria to specify that a teacher:
  o Must receive a baccalaureate or graduate degree from a Florida public postsecondary institution, and
  o Not receive student loan repayment assistance from any other source.
- Clarifies that eligible teachers may receive up to $4,000 per year for up to four years, which must be prorated based on available appropriations.
- Specifies that the Department of Education may use only up to one percent of the funds appropriated for administrative costs, unless otherwise specified in the General Appropriations Act.

B. Amendments:
None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
Appropriations Subcommittee on Education (Bullard) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Section 1009.641, Florida Statutes, is created to read:

1009.641 STEM Teacher Loan Forgiveness Program.—

(1) The STEM Teacher Loan Forgiveness Program, administered by the Department of Education, is established to encourage and incentivize qualified Florida college graduates to remain in
this state to teach STEM courses at a public school.

(2) To be eligible to participate in this program, a teacher must meet all of the following criteria:

(a) Receive a baccalaureate or graduate degree from a Florida public postsecondary education institution.

(b) Hold a valid Florida educator’s certificate under s. 1012.56.

(c) Be employed by a public school district and assigned to teach a science, technology, engineering, or mathematics (STEM) course at a public school in this state for 8 consecutive years.

(d) Not receive student loan repayment assistance from any other state, local, or federal program or private fund.

(3) The program may cover only those loans received by students from federal programs or commercial lending institutions for the support of the study of education at a postsecondary education institution.

(4) The department may make loan repayments, which shall be prorated based on available appropriations, of up to $4,000 a year for up to 4 years on behalf of teachers who meet the eligibility requirements under subsection (2). All loan repayments shall be made directly to the holder of the loan and shall be contingent on proof of continued employment by a public school district and of continued assignment to teach a STEM course.

(5) The department may use only up to 1 percent of the funds appropriated for the program to administer this section, unless the General Appropriations Act authorizes a different amount for such purpose.

(6) This section shall be implemented only as specifically
funded.

(7) The State Board of Education may adopt rules to administer the program.

Section 2. This act shall take effect July 1, 2016.

And the title is amended as follows:

Delete everything before the enacting clause and insert:

A bill to be entitled An act relating to the STEM Teacher Loan Forgiveness Program; creating s. 1009.641, F.S.; creating the STEM Teacher Loan Forgiveness Program; providing for the administration of the program; providing for teacher eligibility; specifying the type of loans the program covers; authorizing the Department of Education to make specified loan repayments; authorizing the department to use up to a specified percentage of available funds to administer the program; providing for implementation and rulemaking; providing an effective date.
A bill to be entitled
An act relating to the STEM Teacher Loan Forgiveness
Program; creating s. 1009.641, F.S.; creating the STEM
Teacher Loan Forgiveness Program; providing for the
administration and funding of the program; providing
for student eligibility and the use of funds;
providing for rulemaking; providing an effective date.

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

Section 1. Section 1009.641, Florida Statutes, is created
to read:

1009.641 STEM Teacher Loan Forgiveness Program.—
(1) The STEM Teacher Loan Forgiveness Program, administered
by the Department of Education, is established to encourage and
incentivize qualified college graduates to remain in this state
to teach STEM courses at a public school.
(2) To be eligible, a candidate must meet all of the
following criteria:
(a) Be a graduate of a Florida public postsecondary
education institution that offers 4-year degrees or teacher
certifications.
(b) Hold a valid Florida educator certificate under s.
1012.56.
(c) Be employed by a school district and assigned to teach
a science, technology, engineering, or mathematics (STEM) course
at a public school in this state for 8 consecutive years.
(3) The program may cover only those loans used to pay the
costs of tuition, books, and living expenses.

(4) The department may make a loan payment of up to $16,000
on behalf of selected candidates from funds appropriated for the
program. All payments are contingent upon proof of completion of
program requirements and shall be made directly to the holder of
the loan.
(5) The department may recover from funds appropriated for
the program the costs of administering the program.
(6) The State Board of Education may adopt rules necessary
to administer the program.

Section 2. This act shall take effect July 1, 2016.
To: Senator Don Gaetz, Chair
    Appropriations Subcommittee on Education

Subject: Committee Agenda Request

Date: January 20, 2016

I respectfully request that Senate Bill #290, relating to STEM Teacher Loan Forgiveness Program, be placed on the:

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

[Signature]

Senator Christopher L. Smith
Florida Senate, District 31
I. **Summary:**

SB 806 obligates school districts to provide instruction to homebound or hospitalized students as part of its program of special instruction for exceptional students. More specifically, the bill requires:

- Each school district with a children’s hospital located within the district, to enter into an agreement with the hospital no later than August 15, 2016, to establish a process by which the hospital will notify the district of students who may be eligible for educational instruction, and to establish timeliness for determining student eligibility and providing educational instruction.
- Each school district with a children’s specialty hospital located within the district to provide educational instruction to eligible students receiving treatment in the hospital, until the district is able to enter into an agreement with the school district where the student resides.
- Each district school board, at least every three years, to submit its proposed procedures for the provision of special instruction and service for exceptional students to the Department of Education.
- State Board of Education rules to establish: criteria and procedures for determining student eligibility; appropriate methods and requirements for providing instruction for eligible students; and a standard agreement for schools districts to use when students receiving services from a children’s specialty hospital transition between school districts.

The bill codifies current district practice and State Board of Education rules regulating instruction for homebound and hospitalized students. Since school districts are already meeting the minimum requirements for providing instruction to such students there is no anticipated fiscal impact.

The bill takes effect July 1, 2016.
II. Present Situation:

Homebound or Hospitalized Students

A homebound or hospitalized student is a student who “has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital, and restricts activities for an extended period of time.”

Homebound or hospitalized students are included within the definition of an “exceptional student.” As such, they are entitled to all the rights and protections of the Individual with Disabilities Education Act (IDEA), including a free appropriate public education. Thus, homebound or hospitalized students are eligible for certain exceptional student education services.

The school district in which an eligible, homebound or hospitalized student resides is responsible for providing educational services to the student even if the student is placed at a hospital in another district (e.g., a children’s specialty hospital) for treatment.

Eligibility for Specifically Designed Instruction

The minimal evaluation for a student to determine eligibility shall be an annual medical statement from a licensed physician, including a description of the disabling condition or diagnosis with any medical implications for instruction. This report must state that the student is unable to attend school, describe the plan of treatment, provide recommendations regarding school re-entry, and give an estimated duration of condition or prognosis.

A student who is homebound or hospitalized is eligible for specifically designed instruction if the following criteria are met:

- A licensed physician must certify that the student:

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1 Rule 6A-6.03020(1), F.A.C. A licensed physician must make the medical diagnosis. Id.
2 Section 1003.01(3)(a), F.S.
4 Section 1003.01(3)(a), F.S.; Rule 6A-6.03020, F.A.C.
6 Rule 6A-6.03020(4)(a), F.A.C.
7 Id. The team may require additional evaluation, which shall be provided at no cost to the parent. Id. A physical reexamination and medical report may be requested by the administrator of exceptional education on a more frequent basis and may be required if the student is scheduled to attend part of the school day during a recuperative period of adjustment to a full school schedule. Rule 6A-6.03020(4)(b), F.A.C. This physical reexamination and medical report shall be provided at no cost to the parent. Id.
8 Rule 6A-6.03020(3), F.A.C. Procedures for determining eligibility must be in accordance with Rule 6A-6.00331, F.A.C.
9 The physician must be licensed under chapter 458 or 459, F.S.
o Is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days, or due to a chronic condition, for at least 15 consecutive or nonconsecutive school days, which need not run consecutively;\(^{10}\)
o Is confined to home or hospital;
o Will be able to participate in and benefit from an instructional program;
o Is under medical care for illness or injury which is acute, catastrophic, or chronic in nature; and
o Can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

- The student is enrolled in a public school in kindergarten through 12th grade prior to the referral for homebound or hospitalized services, unless a student already meets eligibility criteria for other exceptional student education services.\(^{11}\)
- The student’s parent, guardian, or primary caregiver must sign an agreement concerning homebound or hospitalized policies and parental cooperation.\(^{12}\)

An individual educational plan must be developed or revised for the student before he or she is assigned to a homebound or hospitalized student services program.\(^{13}\)

### Instructional Services

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:\(^{14}\):

- Instruction in a hospital. The hospital administrator or designee is required to provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.
- Instruction at home. The parent, guardian or primary caregiver is required to provide a quiet, clean, well-ventilated setting where a teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits which takes into account the student’s medical condition and the requirements of the student’s coursework.
- Instruction through telecommunications or computer devices. When the IEP team determines that instruction is by telecommunications or computer devices, an open, uninterrupted telecommunication link shall be provided at no additional costs to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.

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\(^{10}\) Or the equivalent on a block schedule. *Id.* No prior absence is required, and districts are encouraged to be proactive in initiating procedures to establish eligibility to avoid any interruption of the student’s education. Florida Department of Education, Bureau of Exceptional Education and Student Services, *Policy and Procedures Manual Hospital/Homebound Program and Services* (2008), available at [http://www.fldoe.org/core/fileparse.php/7590/urlt/hhppm08.pdf](http://www.fldoe.org/core/fileparse.php/7590/urlt/hhppm08.pdf)

\(^{11}\) Rule 6A-6.03020(3)(b), F.A.C.

\(^{12}\) Rule 6A-6.03020(3)(c), F.A.C.

\(^{13}\) Rule 6A-6.03020(6), F.A.C. A student may be alternatively assigned to the homebound or hospitalized program and to a school-based program due to an acute, chronic, or intermittent condition as certified by a licensed physician. *Id.* This decision shall be made by the IEP team. *Id.*

\(^{14}\) Rule 6A-6.03020(7), F.A.C.
Children’s Specialty Hospitals

There are three children’s specialty hospitals in Florida that meet the licensing criteria in Part 1 of chapter 395, Florida Statutes. The facilities are:15

- All Children’s Hospital, in Pinellas County.
- Nicklaus Children’s Hospital, in Miami-Dade County.
- Nemours Children’s Specialty Care, in Orange County.

As previously mentioned, the school district in which an eligible, homebound or hospitalized student resides is responsible for providing educational services to the student even if the student is placed at a children’s specialty hospital located in another school district for treatment.16

This placement may delay initiation of educational services for the student while the hospital, the school district in which the hospital is located, and the school district in which the student resides determine when, how and where to deliver the services.17

III. Effect of Proposed Changes:

SB 806 obligates school districts to provide instruction to homebound or hospitalized students as part of its program of special instruction for exceptional students. More specifically, the bill requires:

- Each school district with children’s hospital located within the district, to enter into an agreement with the hospital no later than August 15, 2016, to establish a process by which the hospital will notify the district of students who may be eligible for educational instruction, and to establish timeliness for determining student eligibility and providing educational instruction.
- Each school district with a children’s specialty hospital located within the district to provide educational instruction to eligible students receiving treatment in the hospital, until the district is able to enter into an agreement with the school district where the student resides.
- Each district school board, at least every three years, to submit its proposed procedures for the provision of special instruction and service for exceptional students to the Department of Education.
- State Board of Education rules to establish: criteria and procedures for determining student eligibility; appropriate methods and requirements for providing instruction for eligible students; and a standard agreement for schools districts to use when students receiving services from a children’s specialty hospital transition between school districts.

Seamless Provision of Instructional Services

The bill requires each school district in which a children’s specialty hospital18 is located to:

- Enter into an agreement with the hospital, no later than August 15, 2016, to establish a process for the hospital to notify the school district of patients who may be eligible for instruction.

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15 E-mail, All Children’s Hospital Johns Hopkins Medicine, Government and Corporate Relations (January 19, 2016).
16 Footnote 5.
17 E-mail, All Children’s Hospital Johns Hopkins Medicine, Government and Corporate Relations (January 19, 2016).
18 The bill requires the children’s specialty hospital to be licensed under part I of chapter 395, Florida Statutes.
• Provide instruction to eligible students until the district enters into an agreement with the school district in which the student resides.

**Review of School District’s Special Instruction Procedures**

The bill requires the district to submit its proposed procedures for the provision of special instruction and services for exceptional students to the Department of Education at least once every three years.

**State Board of Education Implementation**

The bill provides specific State Board of Education rulemaking authority for hospitalized and homebound students. Furthermore, the bill requires State Board of Education rules, at minimum, to address:

- Criteria for eligibility of K-12 homebound or hospitalized students for specially designed instruction.
- Procedures for determining student eligibility.
- A list of appropriate methods for providing instruction to homebound or hospitalized students.
- Requirements for initiating instructional services for a homebound or hospitalized student once the student is determined to be eligible.
- Developing a standard agreement for use by school districts to provide seamless instruction to students who transition between school districts while receiving treatment in the children’s specialty hospital.

**IV. Constitutional Issues:**

A. **Municipality/County Mandates Restrictions:**

None.

B. **Public Records/Open Meetings Issues:**

None.

C. **Trust Funds Restrictions:**

None.

**V. Fiscal Impact Statement:**

A. **Tax/Fee Issues:**

None.

B. **Private Sector Impact:**

None.
C. Government Sector Impact:

The bill codifies current district practice and State Board of Education rules regulating instruction for homebound and hospitalized students. Since school districts are already meeting the minimum requirements for providing instruction to such students there is no anticipated fiscal impact.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1003.57 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.
Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (b) of subsection (1) of section 1003.57, Florida Statutes, is amended to read:

1003.57 Exceptional students instruction.—

(1)

(b) Each district school board shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education as acceptable. Each district program must, including provisions that:

1. The district school board provide the necessary professional services for diagnosis and evaluation of exceptional students. At least once every 3 years, the district school board shall submit to the department its proposed procedures for the provision of special instruction and services for exceptional students.

2. The district school board provide the special instruction, classes, and services, either within the district school system, in cooperation with other district school systems, or through contractual arrangements with approved private schools or community facilities that meet standards established by the commissioner.

3. The district school board annually provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a sensory-impaired student.

4. Provide instruction to homebound or hospitalized students in accordance with this section and rules adopted by the state board.

a. The rules adopted by the state board must establish, at a minimum, the following:

(I) Criteria to be used in determining the eligibility of K-12 homebound or hospitalized students for specially designed instruction.

(II) Procedures for determining student eligibility.

(III) A list of appropriate methods for providing instruction to homebound or hospitalized students.

(IV) Requirements for providing instructional services for a homebound or hospitalized student once the student is determined to be eligible for such services. A school district must provide educational instruction to an eligible student who receives treatment in a children’s specialty hospital that is licensed under part I of chapter 395 and that is located within
its district until the district is able to enter into an agreement with the school district where the student resides. The department shall develop a standard agreement for school districts to use in providing seamless educational instruction to a student who transitions between school districts while receiving services from a children’s specialty hospital.

b. No later than August 15, 2016, each school district shall enter into an agreement with any children’s specialty hospital licensed under part I of chapter 395 and that is located within its district to establish a process by which the hospital must notify the school district of students who may be eligible for instruction consistent with this subparagraph and to establish the timelines for determining student eligibility and for providing educational instruction to eligible students.

The district school board, once every 3 years, shall submit to the department its proposed procedures for the provision of special instruction and services for exceptional students.

Section 2. This act shall take effect July 1, 2016.
January 21, 2016

The Honorable Don Gaetz  
Appropriations Subcommittee on Education, Chair  
201 The Capitol  
404 South Monroe Street  
Tallahassee, FL 32399

RE: SB 806 - Instruction for Homebound and Hospitalized Students  
SB 1060 - Career and Adult Education  
SB 1634 - School Choice

Dear Chair Gaetz:

SB 806: Instruction for Homebound and Hospitalized Students, SB 1060: Career and Adult Education, and SB 1634: School Choice have been referred to your committee. I respectfully request that it be placed on the Appropriations Subcommittee on Education Agenda, at your convenience. Your leadership and consideration are appreciated.

Sincerely,

John Legg  
State Senator, District 17

cc: Tim Elwell, Staff Director  
JoAnne Bennett, Administrative Assistant
The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT
(This document is based on the provisions contained in the legislation as of the latest date listed below.)

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

BILL: SB 884

INTRODUCER: Senator Benacquisto and others

SUBJECT: Youth Suicide Awareness and Prevention

DATE: January 28, 2016

ANALYST STAFF DIRECTOR REFERENCE ACTION
1. Bailey Klebacha ED Favorable
2. Sikes Elwell AED Favorable
3. AP

I. Summary:

SB 884 requires the Department of Education (DOE) to incorporate two hours of youth suicide awareness and prevention training for all K-12 instructional personnel to receive as part of their continuing education or inservice training.

Specifically, the bill:
- Requires DOE, in consultation with the Statewide Office of Suicide Prevention and suicide experts, to develop a list of approved training materials;
- Requires the training to be included in existing continuing education requirements and not add to the total hours currently required by the department;
- Authorizes the State Board of Education to adopt implementation rules; and
- Specifies that the required training does not create any new duty of care or basis of liability.

School districts may incur costs for instructional personnel to attend the training required by the bill, as well as the costs for substitutes and trainers. However, because of the flexibility in how the training can be delivered and the requirement that the training not add to the total hours of inservice required by the DOE, these costs should be minimal and absorbed within existing resources.

The bill takes effect July 1, 2016.
II. Present Situation:

In 2013, there were a total of 2,928 deaths by suicide in Florida according to the Centers for Disease Control and Prevention. In 2013, suicide was the third leading cause of death for young Floridians between the ages of 15 and 24.

Professional Development Act

The School Community Professional Development Act directs the Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in the state to work collaboratively to establish a coordinated system of professional development.

Each school district is required to develop a professional development system which must include inservice activities for instructional personnel focused on:

- Analysis of student achievement data;
- Ongoing formal and informal assessments of student achievement;
- Identification and use of enhanced and differentiated instructional strategies that identify rigor, relevance, and reading in the content areas;
- Enhancement of subject content expertise;
- Integrated use of classroom technology that enhances teaching and learning; and
- Classroom management, parent involvement, and school safety.

Required Inservice Training

District school boards renew state-issued professional certificates for individuals who hold a state-issued professional certificate and are employed by the district. All professional certificates, except a nonrenewable professional certificate, are renewable for successive periods not to exceed 5 years after the date of submission of documentation of completion of renewal requirements.

For the renewal of a professional certificate, an applicant must earn a minimum of six college credits or 120 inservice points or a combination thereof. For each area of specialization on the certificate, the applicant must earn at least three of the required credit hours or equivalent inservice points in the specialization area. Inservice in the following areas may be applied toward any specialization area:

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3 Section 1012.98, F.S.
4 Section 1012.98(4)(b)3., F.S.
5 Section 1012.585(1), F.S.
6 Section 1012.585(2) and (3), F.S.
7 Section 1012.585(3)(a), F.S.
8 Id.
9 Id.
• Education in “clinical education” training,\textsuperscript{10}
• Training in the area of scientifically researched, knowledge-based reading literacy and computational skills acquisition;
• Exceptional student education;
• Normal child development;
• Disorders of development;
• Training in the area of drug abuse;
• Training in the areas of child abuse and neglect;
• Strategies in teaching students having limited proficiency in English;
• Strategies in dropout prevention; or
• Training in priority areas identified in the Florida’s K-20 education system goals and performance standards or in the school improvement and education accountability system.\textsuperscript{11}

Additionally, inservice points may be earned by:\textsuperscript{12}
• Attending approved summer institutes;
• Participation in professional growth components approved by the State Board of Education and the district’s approved master plan for inservice educational training;
• Serving as a trainer in an approved teacher training activity; or
• Serving on an instructional materials committee, state board, or commission that deals with educational issues, or an advisory council.

**Statewide Office of Suicide Prevention**

The Statewide Office of Suicide Prevention is housed within the Department of Children and Families.\textsuperscript{13} The office is required to:\textsuperscript{14}
• Develop a network of community-based programs to improve suicide prevention initiatives;
• Prepare and implement the statewide plan with the advice of the Suicide Prevention Coordinating Council;
• Increase public awareness concerning topics relating to suicide prevention; and
• Coordinate education and training curricula in suicide prevention efforts for law enforcement personnel, first responders to emergency calls, health care providers, school employees, and other person who may have contact with persons at risk of suicide.

The Statewide Office for Suicide Prevention is required to operate within available resources but is allowed to seek and accept grants or funds from federal, state, or local sources to support the operation and defray the authorized expenses of the office and the Suicide Prevention Coordinating Council.\textsuperscript{15}

\textsuperscript{10} Section 1004.04(5), F.S.
\textsuperscript{11} Id.
\textsuperscript{12} Section 1012.585(3)(a), F.S.
\textsuperscript{13} Ch. 2011-51, L.O.F.; Section 14.2019, F.S.
\textsuperscript{14} Section 14.2019, F.S.
\textsuperscript{15} Id.
III. Effect of Proposed Changes:

SB 884 requires the Department of Education (DOE) to incorporate two hours of youth suicide awareness and prevention training for all K-12 instructional personnel to receive as part of their continuing education or inservice training.

Specifically, the bill:
- Requires the DOE, in consultation with the Statewide Office of Suicide Prevention and suicide experts, to develop a list of approved training materials;
- Requires the training to be included in existing continuing education requirements and not add to the total hours currently required by the department;
- Authorizes the State Board of Education to adopt implementation rules; and
- Specifies that the training program does not create any new duty of care or basis of liability.

The bill reduces the costs incurred to school districts to implement the training by:
- Including materials on youth suicide awareness and prevention, that are currently used by school districts, on the DOE approved training materials list; and
- Allowing instructional personnel to complete a training program through the self-review of approved training materials.

The bill authorizes the State Board of Education to adopt rules to implement the training requirements.

The bill takes effect July 1, 2016.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.
C. Government Sector Impact:

School districts may incur costs for instructional personnel to attend the training required by the bill, as well as the costs for substitutes and trainers. However, because of the flexibility in how the training can be delivered and the requirement that the training not add to the total hours of inservice required by the DOE, these costs should be minimal and absorbed within existing resources.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1012.583 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.
A bill to be entitled
An act relating to youth suicide awareness and prevention; creating s. 1012.583, F.S.; requiring the Department of Education to incorporate training in youth suicide awareness and prevention into certain instructional personnel continuing education or inservice training requirements; requiring the department, in consultation with the Statewide Office for Suicide Prevention and suicide prevention experts, to develop a list of approved materials for the training; specifying requirements for training materials; requiring the training to be included in the existing continuing education or inservice training requirements; providing that no cause of action results from the implementation of this act; providing for rulemaking; providing an effective date.

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

Section 1. Section 1012.583, Florida Statutes, is created to read:

1012.583 Continuing education and inservice training for youth suicide awareness and prevention.—

(1) Beginning with the 2016-2017 school year, the Department of Education shall incorporate 2 hours of training in youth suicide awareness and prevention into existing requirements for continuing education or inservice training for instructional personnel in elementary school, middle school, and high school.

(2) The department, in consultation with the Statewide Office for Suicide Prevention and suicide prevention experts, shall develop a list of approved youth suicide awareness and prevention training materials. The materials:

(a) Must include training on how to identify appropriate mental health services and how to refer youth and their families to those services.

(b) May include materials currently being used by a school district if such materials meet any criteria established by the department.

(c) May include programs that instructional personnel can complete through a self-review of approved youth suicide awareness and prevention materials.

(3) The training required by this section must be included in the existing continuing education or inservice training requirements for instructional personnel and may not add to the total hours currently required by the department.

(4) A person has no cause of action for any loss or damage caused by an act or omission resulting from the implementation of this section or resulting from any training required by this section unless the loss or damage was caused by willful or wanton misconduct. This section does not create any new duty of care or basis of liability.

(5) The State Board of Education may adopt rules to implement this section.

Section 2. This act shall take effect July 1, 2016.
January 20, 2016

The Honorable President Don Gaetz  
Appropriations Subcommittee on Education, Chair  
201 The Capitol  
404 South Monroe Street  
Tallahassee, FL 32399

RE: SB 884- Youth Suicide Awareness and Prevention

Dear Mr. Chair:

Please allow this letter to serve as my respectful request to agenda SB 884, Relating to Youth Suicide Awareness and Prevention, for a public hearing at your earliest convenience.

Your kind consideration of this request is greatly appreciated. Please feel free to contact my office for any additional information.

Sincerely,

Lizbeth Benacquisto  
Senate District 30

Cc: Tim Elwell
MEETING RECORD

1/28/16

Bill Number (if applicable)

Topic: Youth Suicide Prevention

Name: Mindy Haas

Job Title: President - Florida PTA

Address: Street

City: State: Zip:

Phone: Email: President@FloridaPTA.org

Speaking: [ ] For [ ] Against [ ] Information

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

Representing:

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

Lobbyist registered with Legislature: [ ] Yes [ ] No

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

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

PCS/SB 886 expands notification requirements and educational choice options available for parents to make informed decisions about the placement of their children in an educational setting. Specifically the bill:

- Expands parent notification requirements to include school district reporting average of estimated funding expenditures on a per student basis.
- Authorizes parent ability to choose to enroll his or her child in any public school in the state which has not reached capacity. The bill further specifies the components of the school district educational facilities plan which the district school board must consider in determining capacity.
- Authorizes a parent to request a transfer of his or her child to a different classroom teacher.

The bill is expected to have an insignificant impact on state funds. Individual school districts may experience an increase or decrease in Florida Education Finance Program (FEFP) funding based on shifts in student enrollment.

The bill takes effect July 1, 2016.
II. **Present Situation:**

There is a range of information and school choice options available to parents, from academic progress information, multiple school choice options, and notifications about and limits to certain types of teachers that may be assigned a student.

**Educational Transparency**

Parents of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed about ways that the parents can help their child to succeed in school.1

For purposes of exceptional student education (ESE), district school boards must provide parents, at the initial individual education plan (IEP) team meeting, the amount of state appropriations that the school district receives for each of the five ESE support levels for a full-time student.2

**Public School Educational Choice Options**

Parents of public school students may seek school choice options such as controlled open enrollment, lab schools, virtual instruction programs, charter schools, charter technical career centers, magnet schools, alternative schools, special programs, auditory-oral education programs, advanced placement, dual enrollment, International Baccalaureate, Advanced International Certificate of Education, credit by examination or demonstration of competency, the School for Deaf and the Blind, the Florida Virtual School, and the public school options for the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program.3

**Controlled Open Enrollment**

Controlled open enrollment is a public education delivery system that gives school districts the option of making student school assignments using a parent’s indicated preferential public school choice as a significant factor.4

Each district school board offering the controlled open enrollment must adopt by rule a controlled open enrollment plan (plan) and post the plan on the district’s website.5 The plan must:6

- Adhere to federal desegregation requirements.
- Include an application process required to participate in controlled open enrollment that allows parents to declare school preferences, including placement of siblings within the same school.
- Provide a lottery procedure to determine student assignment and establish an appeals process for hardship cases.

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1 Section 1002.20, F.S.
2 Section 1003.57(1)(j), F.S.
3 Section 1002.20(6), F.S.
4 Section 1002.31(1), F.S.; Implementation of the plan by a district school board is optional. Section 1002.31(2), F.S.
5 Section 1002.31(3), F.S.
6 Section 1002.31(3), F.S.
• Afford parents of students in multiple session schools preferred access to controlled open enrollment.
• Maintain socioeconomic, demographic, and racial balance.
• Address the availability of transportation.

The controlled open enrollment provisions do not specify how a district may determine, or limit, the number of students that may be enrolled in these schools. However, “over-capacity” is otherwise statutorily defined to mean a school whose capital outlay FTE enrollment exceeds 100 percent of the space and occupancy design capacity of its nonrelocatable facilities. If a school’s initial design incorporated relocatable or modular instruction space, an “over-capacity school” means a school the capital outlay FTE enrollment of which exceeds 100% of the space and occupant design capacity of its core facilities.

### Notification and Ability to Change Teachers

Each district school board must adopt and implement a plan to assist teachers who teach out-of-field and prioritize professional development activities for such teachers. If a teacher is assigned a class that is outside the field in which the teacher is certified or has demonstrated sufficient subject matter expertise, parents of all students in that class must be notified, in writing, of such assignment.

Public school students are prohibited from being taught by a classroom teacher who received a performance evaluation rating of “needs improvement” or “unsatisfactory” if the student was taught by a classroom teacher that received a performance rating of “needs improvement” or “unsatisfactory” in the previous school year.

### III. Effect of Proposed Changes:

PCS/SB 886 expands notification requirements and educational choice options available for parents to make informed decisions about the placement of their children in an educational setting. Specifically the bill:

• Expands parent notification requirements to include school district reporting average of estimated funding expenditures on a per student basis.
• Authorizes parent ability to choose to enroll his or her child in any public school in the state which has not reached capacity. The bill further specifies the components of the school district educational facilities plan which the district school board must consider in determining capacity.
• Authorizes a parent to request a transfer of his or her child to a different classroom teacher.

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7 Section 1002.31, F.S.
8 Section 1013.21(1)(b), F.S.
9 Id.
10 Section 1012.42(1), F.S. The district school board must require the teacher to participate in a certification or staff development program that is designed to provide the teacher with the necessary competencies to perform assigned duties. Id.
11 Section 1012.42(2), F.S.
12 Section 1012.2315(6), F.S. For elementary school students, this probation applies to any subject, while the prohibition for middle school and high school students is limited to teachers who receive the performance evaluations in the same subject area. Id. A parent may provide written consent to exempt extracurricular courses from this prohibition. Id.
Educational Transparency

The bill requires a school district to notify parents of the estimated amount of funding\(^\text{13}\) allocated to a student similar to their child, based upon grade level and level of support. This notification may be included in the student handbook or similar publication.

The bill updates statutes that provide an overview of public and private educational options. The bill also revises applicable terminology by using the term “educational choice” instead of “school choice,” to identify that the available choices stem beyond a specific school.

Public School Educational Choice Options

The bill eliminates controlled open enrollment as the mechanism for making student school assignments, and instead allows parents to choose to send their children to any school in the district or state. Specifically, the bill:

- Requires each district school board to establish and post on its website a public school parental choice policy that authorizes a parent to choose to enroll his or her child in any school in the district, including charter schools, subject to capacity. The parent is responsible for providing transportation.
- Allows a parent to choose to enroll his or her child in any public school in the state, including charter schools, that has not reached capacity. The district may provide transportation at the district’s discretion, otherwise the parent is responsible for transporting the child to school. The school district must report the student for purposes of the district’s funding pursuant to the Florida Education Finance Program.
- Requires a school district to identify which schools have not reached capacity. In determining the capacity of each school, the district school board must incorporate the specifications, plans, elements, and commitments contained in the school district educational facilities plan and long term work programs.

Notification and Ability to Change Teachers

The bill creates two new mechanisms for a parent to request transfer of his or her child to a different teacher:

- Each district school board must establish a transfer process for a parent to request his or her child to be transferred to another classroom teacher. The transfer process must be published in the student handbook or similar publication. A school must grant or deny the transfer within two weeks after receiving a request for such transfer. If a request is denied, the school must notify the parent of the denial and provide reasons for the denial.
- A parent may request a transfer of his or her child to another classroom teacher within the school and grade upon receipt of written notification that the child’s assigned teacher is an out-of-field teacher. The bill requires school districts to grant parents’ requests for such transfers within two weeks; however, parents do not have the right to choose a specific teacher.

\(^{13}\)The funding amount is the average amount of money estimated to be expended from all sources, state, local, and federal, including operating and capital outlay expenses.
The bill takes effect July 1, 2016.

IV. **Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

   None.

B. Public Records/Open Meetings Issues:

   None.

C. Trust Funds Restrictions:

   None.

V. **Fiscal Impact Statement:**

A. Tax/Fee Issues:

   None.

B. Private Sector Impact:

   None.

C. Government Sector Impact:

   PCS/SB 886 is expected to have an insignificant impact on state funds. Individual school districts may experience an increase or decrease in Florida Education Finance Program (FEFP) funding based on shifts in student enrollment.

VI. **Technical Deficiencies:**

   None.

VII. **Related Issues:**

   None.

VIII. **Statutes Affected:**

   This bill substantially amends the following sections of the Florida Statutes: 1002.20, 1002.31, 1002.33, 1002.38, 1002.451, 1006.15, and 1012.42.

   This bill creates section 1003.3101 of the Florida Statutes.
IX. Additional Information:

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

   **Recommended CS by Appropriations Subcommittee on Education on January 28, 2016:**
   The committee substitute requires a district school board, when determining the capacity of each school, to incorporate specific components of the school district educational facilities plan.

B. Amendments:

   None.

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This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
Appropriations Subcommittee on Education (Galvano) recommended the following:

Senate Amendment (with title amendment)

Delete lines 160 - 167
and insert:

(g) Identify schools that have not reached capacity. In determining the capacity of each school, the district school board shall incorporate the specifications, plans, elements, and commitments contained in the school district educational facilities plan and the long-term work programs required under s. 1013.35.
And the title is amended as follows:

Delete line 33

and insert:

parental choice plan; requiring a district school board to incorporate certain information in its determination of the capacity of each school;
By Senator Benacquisto

A bill to be entitled an act relating to parent and student rights; amending s. 1002.20, F.S.; revising public school educational choice options available to students throughout the state to include CAPE Digital Tool certificates, CAPE industry certifications, and collegiate high school programs; authorizing parents of public school students to seek private educational choice options through the Florida Personal Learning Scholarship Accounts Program under certain circumstances; providing the right of a parent to know an estimated amount of money expended for the education of his or her child; requiring the Department of Education to provide each school district with such information; requiring the school districts to provide notification to parents; authorizing the information to be published in the student handbook or a similar publication; amending s. 1002.31, F.S.; deleting the definition of and provisions relating to the term "controlled open enrollment"; requiring each school district to establish a public school parental choice policy that authorizes parents to choose to enroll their child in and transport their child to any public school that has not reached capacity in the state; authorizing a school district to provide transportation to students who participate in the public school parental choice policy; prohibiting the displacement of certain students who participate in the public school parental choice policy; authorizing

Be It Enacted by the Legislature of the State of Florida:
Section 1. Paragraphs (a) and (b) of subsection (6) of section 1002.20, Florida Statutes, are amended, and subsection (25) is added to that section, to read:

1002.20 K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(6) EDUCATIONAL CHOICE.—

(a) Public educational school choices.—Parents of public school students may seek whatever public educational school choice options that are applicable and available to students throughout the state in their school districts. These options may include public school parental choice controlled open enrollment, single-gender programs, lab schools, virtual instruction programs, charter schools, charter technical career centers, magnet schools, alternative schools, special programs, auditory-oral education programs, CAPE Digital Tool certificates, CAPE industry certifications, collegiate high school programs, advanced placement, dual enrollment, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education, early admissions, credit by examination or demonstration of competency, the New World School of the Arts, the Florida School for the Deaf and the Blind, and the Florida Virtual School. These options may also include the public educational school choice options of the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program.

(25) FISCAL TRANSPARENCY.—A parent has the right to know the average amount of money estimated to be expended from all local, state, and federal sources, for the education of his or her child, including operating and capital outlay expenses. The department shall annually provide each district the estimated amount of funding allocated for a student in the district by grade level and level of support. Each district must notify parents of the estimated amount of funding allocated for a student similar to their child, based upon grade level and level
of support. The fiscal transparency notification may be included
in the student handbook or a similar publication.

Section 2. Section 1002.31, Florida Statutes, is amended to read:

1002.31 Controlled open enrollment; Public school parental
choice.—
(1) As used in this section, "controlled open enrollment"
means a public education delivery system that allows school
districts to make student school assignments using parents' indicated preferential school choice as a significant factor.

(2) Each district school board shall establish a public
school parental choice policy that authorizes a parent to choose
to enroll his or her child in and transport his or her child to
any public school in the state which has not reached capacity,
including charter schools. This policy may offer controlled open
enrollment within the public schools which is in addition to the
existing choice programs, such as virtual instruction programs,
magnet schools, alternative schools, special programs, advanced
placement, and dual enrollment. The district may provide
transportation to the students at the district's discretion. A
student assigned to a school may not be displaced by the public
school parental choice policy included in the district’s plan.

For the purposes of continuity of educational choice, a student
may continue to attend the chosen school until the student
completes the highest grade offered by the school.

(3) Each district school board offering controlled open
enrollment shall adopt by rule and post on its website a public
school parental choice controlled open enrollment plan that
which must:

- Adhere to federal desegregation requirements.
- Include an application process required to participate
  in controlled open enrollment that allows parents to declare
  school preferences, including placement of siblings within the
  same school.
- Provide a lottery procedure to determine student
  assignment and establish an appeals process for hardship cases.
- Afford parents of students in multiple session
  schools preferred access to controlled open enrollment.
- Maintain socioeconomic, demographic, and racial
  balance.
- Address the availability of transportation.
- Maintain existing eligibility criteria for educational
  choice, pursuant to s. 1002.20(6)(a).
- Identify schools that have not reached capacity. The
  term "capacity" means a level of capital outlay FTE enrollment
  in a school which exceeds 95 percent of the space and occupant
design capacity of its nonrelocatable facilities. However, if a
school’s initial design incorporated relocatable or modular
instructional space, the term means a level of capital outlay
FTE enrollment in a school which exceeds 95 percent of the space
and occupant design capacity of its core facilities.

- Provide preferential treatment to all of the following:
  1. Dependent children of active duty military personnel.
  2. Siblings who could attend the same school.
  3. Students residing in the district.
  4. Children who have been relocated due to a foster care
     placement.

- Beginning in the 2017-2018 school year, or earlier if

authorized by the district, a parent may choose to enroll his or her child in and transport his or her child to any public school that has not reached capacity, including charter schools, in any school district in this state. The school district shall accept the student and report the student for purposes of the district’s funding pursuant to the Florida Education Finance Program.

(4) For a student in grades 9 through 12, interscholastic and intrascholastic extracurricular student activity eligibility may be impacted by choosing to attend a school other than the school assigned by the district.

(5) In accordance with the reporting requirements of s. 1011.62, each district school board shall annually report the number of students exercising public school choice, by type of educational choice, in accordance with attending the various types of public schools of choice in the district, including schools such as virtual instruction programs, magnet schools, and public charter schools, according to rules adopted by the State Board of Education.

(6) For a school or program that is a public school of choice under this section, the calculation for compliance with maximum class size pursuant to s. 1003.03 is the average number of students at the school level.

Section 3. Paragraph (a) of subsection (10) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(10) ELIGIBLE STUDENTS.—

(a) A charter school must be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school must be open to any student eligible to attend the lab school as provided in s. 1002.32 or who resides in the school district in which the charter lab school is located. A charter school with space available must be open to any student in the state, pursuant to s. 1002.31. Any eligible student must be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause includes, but is not limited to, geographic proximity to a charter school in a neighboring school district.

Section 4. Section 1003.3101, Florida Statutes, is created to read:

1003.3101 Additional educational choice options.—Each school district board shall establish a transfer process for a parent to request his or her child be transferred to another classroom teacher. A school must approve or deny the transfer within 2 weeks after receiving a request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. An explanation of the transfer process must be made available in the student handbook or a similar publication.

Section 5. Subsection (2) of section 1012.42, Florida Statutes, is amended to read:

1012.42 Teacher teaching out-of-field.—

(2) NOTIFICATION REQUIREMENTS.—When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant’s
(1) DISTRICT INNOVATION SCHOOL OF TECHNOLOGY.—

An innovation school of technology must be open to any student covered in an interdistrict agreement or residing in the school district in which the innovation school of technology is located. An innovation school of technology shall enroll an eligible student who submits a timely application if the number of applications does not exceed the capacity of a program, class, grade level, or building. If the number of applications exceeds capacity, all applicants shall have an equal chance of being admitted through a public random selection process. However, a district may give enrollment preference to students who identify the innovation school of technology as the student's preferred choice pursuant to the district's public school parental choice controlled open enrollment plan.

(6) APPLICATION PROCESS AND PERFORMANCE CONTRACT.—

(a) A district school board may apply to the State Board of Education for an innovation school of technology if the district:

1. Has at least 20 percent of its total enrollment in public educational choice programs or at least 5 percent of its total enrollment in charter schools;
2. Has no material weaknesses or instances of material noncompliance noted in the annual financial audit conducted pursuant to s. 218.39; and
3. Has received a district grade of "A" or "B" in each of the past 3 years.

(b) An innovation school of technology must be open to any student covered in an interdistrict agreement or residing in the school district in which the innovation school of technology is located. An innovation school of technology shall enroll an eligible student who submits a timely application if the number of applications does not exceed the capacity of a program, class, grade level, or building. If the number of applications exceeds capacity, all applicants shall have an equal chance of being admitted through a public random selection process. However, a district may give enrollment preference to students who identify the innovation school of technology as the student’s preferred choice pursuant to the district’s public school parental choice controlled open enrollment plan.

(c) Application process and performance contract.—

An innovation school of technology must be open to any student covered in an interdistrict agreement or residing in the school district in which the innovation school of technology is located. An innovation school of technology shall enroll an eligible student who submits a timely application if the number of applications does not exceed the capacity of a program, class, grade level, or building. If the number of applications exceeds capacity, all applicants shall have an equal chance of being admitted through a public random selection process. However, a district may give enrollment preference to students who identify the innovation school of technology as the student’s preferred choice pursuant to the district’s public school parental choice controlled open enrollment plan.

(d) A district school board may apply to the State Board of Education for an innovation school of technology if the district:

1. Has at least 20 percent of its total enrollment in public educational choice programs or at least 5 percent of its total enrollment in charter schools;
2. Has no material weaknesses or instances of material noncompliance noted in the annual financial audit conducted pursuant to s. 218.39; and
3. Has received a district grade of “A” or “B” in each of the past 3 years.

(e) An innovation school of technology must be open to any student covered in an interdistrict agreement or residing in the school district in which the innovation school of technology is located. An innovation school of technology shall enroll an eligible student who submits a timely application if the number of applications does not exceed the capacity of a program, class, grade level, or building. If the number of applications exceeds capacity, all applicants shall have an equal chance of being admitted through a public random selection process. However, a district may give enrollment preference to students who identify the innovation school of technology as the student’s preferred choice pursuant to the district’s public school parental choice controlled open enrollment plan.

(f) Application process and performance contract.—

An innovation school of technology must be open to any student covered in an interdistrict agreement or residing in the school district in which the innovation school of technology is located. An innovation school of technology shall enroll an eligible student who submits a timely application if the number of applications does not exceed the capacity of a program, class, grade level, or building. If the number of applications exceeds capacity, all applicants shall have an equal chance of being admitted through a public random selection process. However, a district may give enrollment preference to students who identify the innovation school of technology as the student’s preferred choice pursuant to the district’s public school parental choice controlled open enrollment plan.
5. The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

6. A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year, pursuant to subparagraph 2.

7. Any public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a home education student until the student has successfully completed one grading period in home education pursuant to subparagraph 2. to become eligible to participate as a home education student.

(d) An individual charter school student pursuant to s. 1002.33 is eligible to participate at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend, pursuant to district or interdistrict public school parental choice controlled open enrollment provisions, in any interscholastic extracurricular activity of that school, unless such activity is provided by the student’s charter school, if the following conditions are met:
1. The charter school student must meet the requirements of the charter school education program as determined by the charter school governing board.

2. During the period of participation at a school, the charter school student must demonstrate educational progress as required in paragraph (b).

3. The charter school student must meet the same residency requirements as other students in the school at which he or she participates.

4. The charter school student must meet the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.

5. The charter school student must register with the school before the beginning date of the season for the activity in which he or she wishes to participate. A charter school student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

6. A student who transfers from a charter school program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year, pursuant to subparagraph 2.

7. Any public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a charter school student until the student has successfully completed one grading period in a charter school pursuant to subparagraph 2. to become eligible to participate as a charter school student.

(e) A student of the Florida Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend, pursuant to district or interdistrict public school parental choice controlled open enrollment policies, if the student:

1. During the period of participation in the interscholastic extracurricular activity, meets the requirements in paragraph (a).

2. Meets any additional requirements as determined by the board of trustees of the Florida Virtual School.

3. Meets the same residency requirements as other students in the school at which he or she participates.

4. Meets the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.

5.Registers his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. A Florida Virtual School student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

Section 9. This act shall take effect July 1, 2016.
January 20, 2016

The Honorable President Don Gaetz
Appropriations Subcommittee on Education, Chair
201 The Capitol
404 South Monroe Street
Tallahassee, FL 32399

RE: SB 886- Parent and Student Rights

Dear Mr. Chair:

Please allow this letter to serve as my respectful request to agenda SB 884, Relating to Parent and Student Rights, for a public hearing at your earliest convenience.

Your kind consideration of this request is greatly appreciated. Please feel free to contact my office for any additional information.

Sincerely,

Lizbeth Benacquisto
Senate District 30

Cc: Tim Elwell

REPLY TO:
☐ 2310 First Street, Suite 305, Fort Myers, Florida 33901 (239) 338-2570
☐ 520 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5030
Senate’s Website: www.fl senate.gov

ANDY GARDINER
President of the Senate

GARRETT RICHTER
President Pro Tempore
Not Considered

THE FLORIDA SENATE
APPEARANCE RECORD

1/28/16
Meeting Date

Topic  PARENT AND STUDENT RIGHTS

Name  GLENOA ABICHT

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

Representing  SELF

Appearing at request of Chair:  □ Yes  ☒ No
Lobbyist registered with Legislature:  □ Yes  ☒ No

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

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

S-001 (10/14/14)
THE FLORIDA SENATE
APPEARANCE RECORD

12816
Meeting Date

Topic DISCIPLINE & TOLERANCE

Name GAIL MARIE PERRY

Job Title CHAIR

Address PO BOX 1766
POMPANO BEACH FL 33061

Phone 954/850-4053
Email workingfolk@hotmail.com

Speaking: □ For ☒ Against □ Information

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

Representing COMMUNICATIONS WORKERS OF AMERICA COUNCIL OF FLORIDA

Appearing at request of Chair: □ Yes ☒ No

Lobbyist registered with Legislature: □ Yes ☒ No

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

This form is part of the public record for this meeting.
1-28-2016
Meeting Date
886
Bill Number (if applicable)

Parent and Student Rights
Topic

Thomas N. Gibson
Name

Retired
Job Title

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Phone

Twathangibson@gmail.com
Email

Speaking: For Against Information

Representing myself

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

Appearing at request of Chair: Yes No

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

This form is part of the public record for this meeting.
Topic: Parent and Student Rights - SB 887

Name: Alexandra Dominguez

Job Title: Advocacy Associate

Address: 215 S Manatee St #420

Phone: 786-955-7155

Speaking: [ ] For  [ ] Against  [ ] Information

Waive Speaking: [ ] In Support  [ ] Against

Representing: Foundation for Florida's Future

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

Lobbyist registered with Legislature: [ ] Yes  [ ] No

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

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

APPEARANCE RECORD

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

1-28-16
Meeting Date

SB 886
Bill Number (if applicable)

Topic

PARENT & STUDENT RIGHTS

Name

ANTHONY MARCEANO

Job Title

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Speaking:

☐ For  ☐ Against  ☐ Information

Waive Speaking:

☐ in Support  ☐ Against

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

Representing

MYSELF

Appearing at request of Chair:

☐ Yes  ☐ No

Lobbyist registered with Legislature:

☐ Yes  ☐ No

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

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

CS/SB 984 modifies requirements related to higher education textbooks and instructional materials affordability and promotes public awareness on higher education costs. Specifically, the bill:

- Expands textbook affordability provisions to include instructional materials.
- Modifies the textbook and instructional materials affordability policies, procedures, and guidelines adopted by the State Board of Education and the Board of Governors for the State University System of Florida to include new issues and specifies reporting requirements regarding textbooks and instructional materials.
- Establishes college affordability provisions to identify strategies and initiatives to reduce the cost of higher education, and specifies annual reporting requirements regarding college affordability.
- Establishes notification requirements to inform students and the public, clearly and specifically, about any upcoming institutional boards of trustees meeting at which a vote will be taken on proposed increases in tuition and fees.

The bill has no impact on state funds. The provisions of this bill may have a positive impact on the private sector by establishing several cost-saving policies and procedures for students and their families.

The bill takes effect July 1, 2016.
II. Present Situation:

The Legislature has established several mechanisms to maintain higher education access and affordability through strategies to reduce the costs associated with textbook and instructional materials and tuition and fees.

Textbook Affordability

Federal Law

The Higher Education Opportunity Act (HEOA)\(^1\) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended.\(^2\) The HEOA imposes certain disclosure provisions to “ensure that students have timely access to affordable course materials at postsecondary institutions receiving Federal financial assistance.”\(^3\) The provisions require postsecondary institutions to:

- Include on their online course schedules certain information (e.g., the International Standard Book Number (ISBN) or if the ISBN is not available, the author, title, publisher, and copyright date) for required and recommended textbooks and supplemental material. Postsecondary institutions must include on its written course schedule a reference to the textbook information available online and the Internet address to the course schedule.
- Provide to their college bookstores, upon request by such bookstores, information regarding the course schedule for the subsequent academic period, required and recommended textbooks and supplemental materials, and student enrollment.

Additionally, institutions are encouraged to provide information regarding renting textbooks, purchasing used textbooks, textbook buy-back programs, and alternative content delivery programs.\(^5\)

The HEOA also requires textbook publishers to provide certain information regarding textbook and supplemental materials to faculty in charge of selecting course materials at postsecondary institutions such as the price of the textbooks, a description of substantial content revisions, and whether the textbooks are available in other formats and the related costs to the institution and the general public.\(^6\)

The HEOA directed the Government Accountability Office (GAO) to study the implementation of the HEOA textbook provisions.\(^7\)

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3 Id at 34-35 of 219.  
4 Id at 35 of 219.  
5 Id.  
6 Id.  
7 Id.
The GAO reported that “the rising costs of postsecondary education present challenges to maintaining college access and affordability.”\(^8\) Between 2002 and 2012, the cost of textbooks increased at an average of 6 percent per year while tuition and fees increased at an average of 7 percent and overall prices increased at an average of 2 percent per year.\(^9\) Over this ten-year time period, new textbook prices increased by a total of 82 percent, tuition and fees increased by 89 percent and overall prices increased by 28 percent.\(^10\) The implementation of HEOA’s textbook provisions has afforded students and their parents increased access to clear and early information about the cost of textbooks.\(^11\) However, “although students are the end consumers, faculty are responsible for selecting which textbooks students will need, thereby limiting students’ ability to allay costs.”\(^12\) Typically, faculty prioritize selecting the most appropriate materials for their courses over pricing and format considerations.\(^13\) Nevertheless, new products, formats, and delivery channels provide students many options for obtaining the course materials.\(^14\)

**State Law**

The Florida Legislature enacted the textbook affordability law in 2008.\(^15\) The law prohibits employees of the Florida College System (FCS) and state university system from receiving anything of value in exchange for requiring students to purchase specific textbooks for coursework and instruction, and specifies notification requirements regarding the required textbooks.\(^16\) Each FCS institution and state university must post on its website, at least 30 days prior to the first day of class for each term, a list of each textbook required for each course offered at the institution during the upcoming term.\(^17\) The posted list must include the ISBN for each required textbook and other relevant information necessary to identify the specific textbook or textbooks required for each course.\(^18\)

Additionally, the textbook affordability law requires the State Board of Education (SBE) and the Board of Governors for the State University System of Florida (BOG) to adopt policies, procedures, and guidelines for implementation by FCS institutions and state universities, respectively, that further efforts to minimize the costs of textbooks for students attending such institutions while maintaining the quality of education and academic freedom.\(^19\) The policies, procedures, and guidelines must provide for the following:\(^20\)

- Textbook adoptions are made with sufficient lead time to bookstores so as to confirm availability of the requested materials and ensure maximum availability of used books.

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\(^9\) Id at 6.


\(^11\) Id at 22.

\(^12\) Id.

\(^13\) Id at 14.

\(^14\) Id at 22.

\(^15\) Section 1, ch. 2008-78, L.O.F., codified at s. 1004.085, F.S.

\(^16\) Section 1004.085(1) and (3), F.S.

\(^17\) Section 1004.085(3), F.S.; see also Rule 6A-14.092, F.A.C. and Board of Governors Regulation 8.003.

\(^18\) Id.

\(^19\) Section 1004.085(4), F.S.

\(^20\) Id.
• In the textbook adoption process, the intent to use all items ordered, is confirmed by the course instructor or academic department offering the course before the adoption is finalized.
• A course instructor or the academic department offering the course determines, before a textbook is adopted, the extent to which a new edition differs significantly and substantively from earlier versions and the value of changing to a new edition or the extent to which an open access textbook may exist and be used.
• The establishment of policies must address the availability of required textbooks to students who are otherwise unable to afford the cost, including consideration of the extent to which an open access textbook may be used.
• Course instructors and academic departments are encouraged to participate in the development, adaptation, and review of open-access textbooks, especially open-access textbooks for high-demand general education courses.

The SBE and BOG have adopted rules and regulations, respectively, to implement the statutory provisions regarding textbook affordability.21

During the Spring 2012 term, the Florida Distance Learning Consortium (FDLC) conducted a survey of students from 11 state universities and 22 of the 28 FCS institutions.22 The survey revealed that a majority of students (54%) spent over $300 on textbooks during the Spring 2012 term.23 Nineteen percent of the students spent more than $500 on textbooks during the same period.24 The average student purchased 1.6 textbooks that were not used during the student’s academic career.25 The survey also indicated that financial aid does not always fully cover the costs of textbooks.26 Additionally, students were generally unaware of open textbooks and their potential for use as supplementary text or as means to reduce costs.27

College Affordability

Attaining higher education is a growing challenge for students and their families nationally as tuition and fees have risen faster than incomes and the Pell Grant has lost buying power over the last 30 years.28 In 1983-1984, the maximum Pell Grant covered 52 percent of the average annual costs of attending a U.S. public four-year college as compared to 31 percent in 2013-2014.29

Nationwide, the average annual costs for an in-state undergraduate student to attend a public four-year college reached $18,100 in 2013-2014, which is 126 percent higher than the 1983-1984 average.30 At public two-year colleges, the average annual cost of attendance rose 57 percent to

21 Rule 6A-14.092, F.A.C. and Board of Governors Regulation 8.003.
22 Florida Virtual Campus, 2012 Florida Student Textbook Survey, at 1, on file with the Senate Committee on Higher Education staff.
23 Id. at 2.
24 Id.
25 Id at 8.
26 Id at 7-8.
27 Id at 2.
28 The Southern Regional Education Board, Fact Book on Higher Education (Sep. 2015), available at http://publications.sreb.org/2015/2015_Fact_Book_webversion.pdf, at i. The federal Pell Grant is the nation’s largest need-based grant aid program for college students. Id at 103.
29 Id at 103.
30 The cost of attendance includes tuition, required fees, and room and board. Id at 101.
$9,300 over the 30-year period.\textsuperscript{31} The tuition and required fees portion of the college attendance costs at public four-year colleges typically range from 35 percent to 40 percent of the full costs of attendance.\textsuperscript{32}

In Florida, the standard tuition is $71.98 per credit hour at FCS institutions\textsuperscript{33} and $105.07 per credit hour at state universities.\textsuperscript{34} In addition to tuition, students pay for fees, books and supplies, room and board, and other on campus expenses. The average annual cost of attendance (COA)\textsuperscript{35} for a full-time, Florida resident student enrolled at a state university or college living on campus has increased over the years. Specifically, during the 2014-2015 academic year, the average COA for a full-time, undergraduate Florida resident enrolled at a state university living on campus was $20,911, representing approximately 2.5 percent increase since the 2012-2013 academic year.\textsuperscript{36} In comparison, the average COA for a full-time Florida resident enrolled at an FCS institution living on campus during the 2014-2015 academic year was $15,969, representing just over a 1 percent increase during the same period.\textsuperscript{37} The average COA for a full-time Florida resident enrolled at a state university or FCS institution living off campus, not with his or her family, also increased slightly between the 2012-2013 and 2014-2015 academic years.\textsuperscript{38}

The COA data reflect general estimates of higher education costs and do not factor in financial aid that students may receive.\textsuperscript{39}

III. \textbf{Effect of Proposed Changes:}

CS/SB 984 modifies requirements related to higher education textbooks and instructional materials affordability and promotes public awareness on higher education costs.

\textsuperscript{31} Id.

\textsuperscript{32} Id at 102.

\textsuperscript{33} The standard tuition is for resident and nonresident students enrolled in advanced and professional, postsecondary vocational, developmental education, or educator preparation institute programs. Nonresident students must also pay an out-of-state fee in the amount of $215.94 per credit hour. Section 1009.23(3)(a), F.S. For students who are residents for tuition purposes and enrolled in baccalaureate degree programs at public colleges, the tuition is $91.79 per credit hour. Section 1009.23(3)(b), F.S.

\textsuperscript{34} Section 1009.24(4)(a), F.S.

\textsuperscript{35} The cost of attendance includes tuition and fees, books and supplies, room and board, and other on-campus expenses for full-time, first-time degree- or certificate-seeking students. The COA data are based on information submitted by the colleges and universities annually to the Integrated Postsecondary Education Data System (IPEDS). Email, Florida Department of Education, Division of Florida Colleges (Jan. 5, 2016). Federal guidelines for reporting COA data to the IPEDS is not standardized. For instance, the data for the state universities are based on a 30 credit hour student course workload compared to a 24 credit hour student course workload. Additionally, the non-tuition components of the COA are estimates that are based on institutional surveys. Email, Board of Governors (Jan. 5, 2016).

\textsuperscript{36} Emails, Florida Department of Education, Division of Florida Colleges (Jan. 4 and 5, 2016); see also Email, Board of Governors (Jan. 5, 2016).

\textsuperscript{37} Only four of the 28 Florida College System institutions report the on-campus cost of attendance data. Email, Florida Department of Education, Division of Florida Colleges (Jan. 4, 2016)

\textsuperscript{38} Emails, Florida Department of Education, Division of Florida Colleges (Jan. 4 and 5, 2016); see also Email, Board of Governors (Jan. 5, 2016).

\textsuperscript{39} Email, Board of Governors (Jan. 5, 2016).
Textbook Affordability

The bill modifies the textbook affordability law\(^1\) to include instructional materials and defines “instructional materials” as educational materials, in either printed or digital format, which are required or recommended for use within a course. The bill also adds recommended textbooks and instructional materials to the textbook affordability provisions which are currently limited to the required textbooks only.

In addition, the bill adds instructional materials to the costs that must be excluded from the tuition for the Preeminent State Research University Institute for Online Learning.\(^2\) In effect, the bill aligns instructional materials to the textbooks-related policies for any programs offered through the Preeminent State Research University Institute for Online Learning.

Policies and Reporting Requirements

The bill modifies the textbook and instructional materials affordability policies, procedures, and guidelines, which must be adopted by the State Board of Education (SBE) and the Board of Governors for the State University System of Florida (BOG), to include new issues addressing:

- The establishment of deadlines for instructors or departments to notify the college or university bookstore, as applicable, of the required and recommended textbooks and instructional materials so that the bookstore may verify availability and explore lower cost options and alternatives with faculty when academically appropriate.
- Consultation with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to the school districts, including, but not limited to, the length of time that such textbooks and instructional materials remain in use.
- Selection of textbooks and instructional materials through cost-benefit analyses that help students obtain the highest quality product at the lowest available price by considering specified options (e.g., purchasing digital textbooks in bulk, expanding the use of open-access textbooks and instructional materials, providing rental options for textbook and instructional materials, and developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials).

The bill also requires each Florida College System (FCS) institution and state university board of trustees to examine each semester the cost of textbooks and instructional materials by course and course section for all general education course offerings. The purpose for such examination is to identify any variance in the cost of textbooks and instructional materials among different sections of the same course and the percentage of textbooks and instructional materials that remain in use for more than one term. Courses with a wide variance in textbooks and instructional materials costs among sections or with frequent changes in textbooks and instructional materials must be reported to the appropriate academic department chair for review. The bill specifies a July 1, 2018 deadline for repeal of these general education course provisions.

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\(^1\) Section 1004.085, F.S.
\(^2\) A state research university must meet all 12 of the academic and research excellence standards that are specified in law, as verified by the BOG, to establish an institute for online learning for offering high quality, fully online baccalaureate degree programs. Section 1001.7065(4), F.S. Currently, the University of Florida is the only state research university to have an institute for online learning based on meeting the specified criteria. Board of Governors, Advisory Board for UF Online, http://www.flbog.edu/about/taskforce/uf_online_advisory.php (last visited Jan. 5, 2016).
Additionally, the bill specifies the following new reporting requirements for the boards of trustees and chancellors of Florida College System (FCS) institutions and state universities:

- The board of trustees of each FCS institution and state university must annually report, by September 30, specified textbook and instructional material information to the Chancellor of the Florida College System or the Chancellor of the State University System, as applicable (e.g., textbooks and instructional materials selection process for general education courses with a wide cost variance and high-enrollment courses, and specific initiatives of the institution to reduce the cost of textbooks and instructional materials).

- Each chancellor must submit to the SBE or the BOG, as applicable, by November 1 of each year, a summary of the specified textbook and instructional materials information provided by the institution boards of trustees.

Publishing the information related to textbooks and instructional materials will provide students and parents, on behalf of their child, greater access to such information and the ability to plan ahead for higher education in the state of Florida. Cost-benefit analyses will assist with identifying mechanisms to reduce the costs associated with textbooks and instructional materials.

**Notification Requirements**

The bill promotes public awareness about textbook and instructional materials costs by requiring each FCS institution and state university to prominently post in the institution’s course registration system and on the institution’s website, a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of the courses and course sections offered by the institution during the upcoming term. The bill also changes the statutory deadline for posting the textbook information from at least 30 days to at least 45 days before the first day of class for each term, requiring the institutions to post the specified information sooner than is required under current law. Such information, made available for a majority of courses in advance of the upcoming term, will help students plan ahead for course registration and course workload.

**College Affordability**

The bill establishes college affordability provisions and provides students and the public, in general, greater access to information regarding tuition and fees.

**Policies and Reporting Requirements**

The bill requires the BOG and the SBE to annually identify college affordability strategies and initiatives that must, at a minimum, evaluate the impact of:

- Tuition and fees on undergraduate, graduate, and professional students at public colleges and universities and graduate assistants employed by public universities.

- Federal, state, and institutional financial aid policies on the actual cost of attendance for students and their families.

- The costs of textbooks and instructional materials.

The bill also eliminates the BOG’s ability to delegate authority to the university boards of trustees regarding establishing tuition for graduate and professional programs and out-of-state fees for all programs. As a result, state universities, on their own, will not be able to raise the
tuition for graduate and professional programs and out-of-state fees for all programs without seeking approval from the BOG.

Additionally, the bill establishes reporting requirements for the SBE and the BOG. Each board must annually, by December 31, report on its college affordability initiatives to the Governor, President of the Senate, and Speaker of the House of Representatives.

Notification Requirements
The bill requires each FCS institution and state university to notify all enrolled students and the public about any upcoming institutional boards of trustees meetings at which a vote will be taken on proposed increases in tuition and fees. At least 28 days before the scheduled meeting, such notification must be posted on the homepage of the institution’s website, issued in a press release, and must include the following:
- Date and time of the meeting.
- Specific details of the existing tuition and fees, the rationale for the proposed increase, and the use for the proposed increase.

The bill takes effect July 1, 2016.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:
   None.

B. Public Records/Open Meetings Issues:
   None.

C. Trust Funds Restrictions:
   None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:
   None.

B. Private Sector Impact:
   The various cost-saving provisions of CS/SB 984 will save students and their families an indeterminable amount of money by expanding current textbook affordability provisions to all instructional materials, requiring the Board of Governors and the State Board of Education to annually identify strategies to promote college affordability and allowing students more time to review tuition and fee increases.
C. Government Sector Impact:

The bill has no impact on state funds. The Board of Governors indicated that the implementation of the bill can be accomplished with currently available resources but would likely require additional staff time and effort.  

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.7065, 1004.085, 1009.23, and 1009.24.

This bill creates section 1004.084 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 Higher Education on January 11, 2016:
The committee substitute maintains the substance of SB 984 with some modifications. The strike-all amendment:

- Changed the deadline within which the institutions must post required and recommended textbooks and instructional materials information to at least 45 days before the first day of class for each term.
- Changed the percentage of courses for which such information must be posted from to 95 percent of the courses and course sections offered in the upcoming term.
- Modified the textbook and instructional materials policies to require the State Board of Education (SBE) and the Board of Governors (BOG) to establish deadlines within which instructors or departments must notify the respective college or university bookstore about the required and recommended textbooks and instructional materials.
- Modified the textbook and instructional materials reporting requirements.
- Established requirements for the boards of trustees to examine the cost of textbooks and instructional materials for all general education course offerings to identify cost variance among different sections of the same course, and specified July 1, 2018 deadline for repeal of such provisions.
- Deleted the provision requiring certain institutions to submit quarterly reports.

42 Florida Board of Governors, 2016 Agency Legislative Bill Analysis for SB 984 (Jan. 15, 2016)
• Eliminated the BOG’s ability to delegate authority to the university boards of trustees regarding establishing tuition for graduate and professional programs and out-of-state fees for all programs.
• Specified that the BOG and the SBE include in their strategies to promote college affordability, the impact of federal, state, and institutional financial aid on the actual cost of attendance for students.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
A bill to be entitled
An act relating to education access and affordability;
amending s. 1001.7065, F.S.; specifying that the costs
of instructional materials are not included in tuition
for certain online degree programs; creating s.
1004.084, F.S.; requiring the Board of Governors and
the State Board of Education to annually identify
strategies to promote college affordability; requiring
the Board of Governors of the State University System
and the State Board of Education to submit annual
reports to the Governor and Legislature relating to
college affordability; amending s. 1004.085, F.S.;
revising provisions relating to textbook affordability
to include instructional materials; defining the term
"instructional materials"; specifying that Florida
College System or state university employees may not
receive anything of value in exchange for
instructional materials; requiring Florida College
System institution and state university boards of
trustees to identify wide variances in the costs of,
and frequency of changes in the selection of,
textbooks and instructional materials for certain
courses; requiring the boards of trustees to send a
list of identified courses to the academic department
chairs for review; providing for legislative review
and repeal of specified provisions; requiring Florida
College System institutions and state universities to
post certain information on their websites; requiring
the State Board of Education and Board of Governors to
receive input from specified individuals and entities
before adopting textbook and instructional materials
affordability policies; requiring postsecondary

Florida Senate - 2016
CS for SB 984

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

Section 1. Paragraph (k) of subsection (4) of section
1001.7065, Florida Statutes, is amended to read:

"(4) PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR
ONLINE LEARNING.—A state research university that, as of July 1,
2013, meets all 12 of the academic and research excellence
standards identified in subsection (2), as verified by the Board
of Governors, shall establish an institute for online learning.
The institute shall establish a robust offering of high-quality,
fully online baccalaureate degree programs at an affordable cost
in accordance with this subsection.

(k) The university shall establish a tuition structure for
its online institute in accordance with this paragraph,
notwithstanding any other provision of law.

1. For students classified as residents for tuition
purposes, tuition for an online baccalaureate degree program

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589-02004-16

62 shall be set at no more than 75 percent of the tuition rate as
63 specified in the General Appropriations Act pursuant to s.
64 1009.24(4) and 75 percent of the tuition differential pursuant
65 to s. 1009.24(16). No distance learning fee, fee for campus
66 facilities, or fee for on-campus services may be assessed,
67 except that online students shall pay the university’s
68 technology fee, financial aid fee, and Capital Improvement
69 Trust Fund fee. The revenues generated from the Capital Improvement
70 Trust Fund fee shall be dedicated to the university’s institute
71 for online learning.
72 2. For students classified as nonresidents for tuition
73 purposes, tuition may be set at market rates in accordance with
74 the business plan.
75 3. Tuition for an online degree program shall include all
76 costs associated with instruction, materials, and enrollment,
77 excluding costs associated with the provision of textbooks and
78 instructional materials pursuant to s. 1004.085 and physical
79 laboratory supplies.
80 4. Subject to the limitations in subparagraph 1., tuition
81 may be differentiated by degree program as appropriate to the
82 instructional and other costs of the program in accordance with
83 the business plan. Pricing must incorporate innovative
84 approaches that incentivize persistence and completion,
85 including, but not limited to, a fee for assessment, a bundled
86 or all-inclusive rate, and sliding scale features.
87 5. The university must accept advance payment contracts and
88 student financial aid.
89 6. Fifty percent of the net revenues generated from the
90 online institute of the university shall be used to enhance and

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Florida Senate - 2016 CS for SB 984

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CODING: Words **stricken** are deletions; words *underlined* are additions.
(6) After receiving input from students, faculty, bookstores, and publishers, the State Board of Education and the Board of Governors shall adopt textbook and instructional materials, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

(g) Selection of textbooks and instructional materials shall provide for the following:

(a) The establishment of deadlines for an instructor or department to notify the bookstore of required and recommended textbooks and instructional materials so that the bookstore may verify availability, source lower cost options when practicable, explore alternatives with faculty when academically appropriate, and maximize the availability of used textbooks and instructional materials. That textbook adoptions are made with sufficient lead time to bookstores so as to confirm availability of the requested materials and, where possible, ensure maximum availability of used books.

(b) Confirmation by the course instructor or academic department offering the course, before the textbook or instructional materials adoption is finalized, that, in the

(c) Determination by each academic department offering the course, before a textbook or instructional material is adopted, of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which an open-access textbook or instructional material is available may exist and be used.

(d) That the establishment of policies shall address the availability of required and recommended textbooks and instructional materials to students otherwise unable to afford the cost, including consideration of the extent to which an open-access textbook or instructional material may be used.

(e) Participation by each course instructors and academic departments are encouraged to participate in the development, adaptation, and review of open-access textbooks and instructional materials, and, in particular, open-access textbooks and instructional materials for high-demand general education courses.

(f) Consultation with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

(g) Selection of textbooks and instructional materials
through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:

1. Purchasing digital textbooks in bulk.
2. Expanding the use of open-access textbooks and instructional materials.
3. Providing rental options for textbooks and instructional materials.
4. Increasing the availability and use of affordable digital textbooks and learning objects.
5. Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials.

6. The length of time that textbooks and instructional materials remain in use.

(7) The board of trustees of each Florida College System institution and state university shall report, by September 30 of each year, beginning in 2016, to the Chancellor of the Florida College System or the Chancellor of the State University System, as applicable, the textbook and instructional materials selection process for general education courses with a wide cost variance identified pursuant to subsection (4) and high-enrollment courses; specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials; policies implemented in accordance with subsection (6); the number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year; and any additional information determined by the chancellors. By November 1 of each year, beginning in 2016, each chancellor shall provide a summary of the information provided by institutions to the State Board of Education and the Board of Governors, as applicable.

Section 4. Subsection (20) is added to section 1009.23, Florida Statutes, to read:

1009.23 Florida College System institution student fees.—
(20) Each Florida College System institution shall publicly notice and notify all enrolled students of any proposal to increase tuition or fees at least 28 days before its consideration at a board of trustees meeting. The notice must:

(a) Include the date and time of the meeting at which the proposal will be considered.
(b) Specifically outline the details of existing tuition and fees, the rationale for the proposed increase, and how the funds from the proposed increase will be used.
(c) Be posted on the institution’s website and issued in a press release.

Section 5. Paragraph (b) of subsection (4) of section 1009.24, Florida Statutes, is amended, and subsection (20) is added to that section, to read:

1009.24 State university student fees.—
(4) 
(b) The Board of Governors, or the board’s designee, may establish tuition for graduate and professional programs and out-of-state fees for all programs. Except as otherwise provided in this section, the sum of tuition and out-of-state fees assessed to nonresident students must be sufficient to offset the full instructional cost of serving such students. However, adjustments to out-of-state fees or tuition for graduate programs and professional programs may not exceed 15 percent in
any year.

(20) Each state university shall publicly notice and notify all enrolled students of any proposal to increase tuition or fees at least 28 days before its consideration at a board of trustees meeting. The notice must:

(a) Include the date and time of the meeting at which the proposal will be considered.

(b) Specifically outline the details of existing tuition and fees, the rationale for the proposed increase, and how the funds from the proposed increase will be used.

(c) Be posted on the university’s website and issued in a press release.

Section 6. This act shall take effect July 1, 2016.
January 14, 2016

The Honorable Don Gaetz  
Appropriations Subcommittee on Education, Chair  
201 The Capitol  
404 South Monroe Street  
Tallahassee, FL 32399

RE: CS/SB 984 - Education Access and Affordability

Dear Chair Gaetz:

CS/SB 984: Education Access and Affordability has been referred to your committee. I respectfully request that it be placed on the Appropriations Subcommittee on Education Agenda, at your convenience. Your leadership and consideration are appreciated.

Sincerely,

[Signature]

John Legg  
State Senator, District 17

cc: Tim Elwell, Staff Director  
    JoAnne Bennett, Administrative Assistant
### THE FLORIDA SENATE

**APPEARANCE RECORD**

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

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<tr>
<td>Lobbyist registered with Legislature:</td>
<td>Yes [ ] No [ ]</td>
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</tbody>
</table>

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THE FLORIDA SENATE
APPEARANCE RECORD
(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1-28-16
Meeting Date

984
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic
College Affordability

Name
Rick Maxey

Job Title
M.R. Government Relations

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Lakeland

State
FL

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Email
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Speaking: ☐ For ☐ Against ☐ Information

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

Representing
FL Polytechnic Univ

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

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S-001 (10/14/14)
APPEARANCE RECORD

Meeting Date 1/27/16

Topic

Name James Dye

Job Title Board of Directors

Address 2145 W Tennessee St

Phone 407-608-9702

Email JoyceOrmond@gmail.com

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

Representing Florida State Student Government Office of Gov & Affairs

Appearing at request of Chair: ☑ Yes ☐ No Lobbyist registered with Legislature: ☐ Yes ☒ No

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THE FLORIDA SENATE
APPEARANCE RECORD
(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 1/28/16

Topic Education: Access & Affordability

Name Janet Owen

Job Title VP Governmental Affairs

Address 1 UNF Drive
Jacksonville, FL 32224

Phone (904) 620-2500

Email jowen@unf.edu

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

Representing University of North Florida

Appearing at request of Chair: [ ] Yes [ ] No
Lobbyist registered with Legislature: [X] Yes [ ] No

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THE FLORIDA SENATE

APPEARANCE RECORD

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Meeting Date

1/28/16

Bill Number (if applicable)

SB 984

Amendment Barcode (if applicable)

Topic

Education Access & Affordability

Name

Renee Fargason

Job Title

Communications & Outreach Coordinator

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325 W. Gaines St.

Tallahassee, FL 32399

Phone

850-245-

Email

renée.fargason@flbog.edu

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [✓] In Support [ ] Against

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

Representing

Board of Governors

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

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

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THE FLORIDA SENATE

APPEARANCE RECORD

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Meeting Date 1-28-16

Bill Number (if applicable) 984

Amendment Barcode (if applicable)

Topic

Name Ashley Spicola

Job Title Education Policy Coordinator

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Street

Tallahassee FL 32399

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Speaking: ☑ For ☐ Against ☐ Information

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

Representing Executive Office of the Governor

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☑ Yes ☐ No

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S-001 (10/14/14)
1/28/14
Meeting Date

Topic
Textbook Affordability

Name
Marshall Oglethorpe

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Email
Marshall.oglethorpe@florida.gov

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

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

Representing
United Faculty of Florida

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

Lobbyist registered with Legislature: [ ] Yes [ ] No

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THE FLORIDA SENATE

APPEARANCE RECORD

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Meeting Date 1/28/14

Bill Number (if applicable) 984

Amendment Barcode (if applicable) N/A

Topic College Affordability SB 984

Name Brennan Garcia

Job Title Member of Student Government

Address 717 Glades Rd

Phone (954) 297 2583

Email brennangarcia2014@gmail.com

Address Boca Raton FL 33431

City State Zip

Speaking: [ ] For [ ] Against [ ] Information

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

Representing Florida Atlantic Univ. Student Government

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

Lobbyist registered with Legislature: [ ] Yes [ ] No

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S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date: 1/28/16

Bill Number (if applicable): 984

Amendment Barcode (if applicable): 

Topic: College Affordability

Name: Matt Brockelman

Job Title: Partner, Southern Strategy Group

Address: 210 N. Laura St., Suite 710

Jacksonville, FL 32202

Phone: 904-451-6549

Email: brockelman@sostrategy.com

Speaking: □ For □ Against □ Information

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

Representing: UNF Student Government Association

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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THE FLORIDA SENATE

APPEARANCE RECORD

1-28-16
Meeting Date

Bill Number (if applicable) 984

Topic

Name Janice Gilley

Job Title AVP Govt + Community Relations

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Street

Pensacola, FL 32514

City State Zip

Phone

Email

Speaking:  For  Against  Information

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

Representing UWF

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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

S-001 (10/14/14)
01/28/2016

Meeting Date

Topic SB 984 - Relating to Education Access and Affordability

Name Tanya Cooper

Job Title Director, Governmental Relations

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City State Zip

Phone 245-0507

Email Tanya.Cooper@fldoe.org

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

Representing Florida Department of Education

Appearing at request of Chair: □ Yes □ No
Lobbyist registered with Legislature: ✓ Yes □ No

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THE FLORIDA SENATE

APPEARANCE RECORD

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

1/28/14

Meeting Date

984

Bill Number (if applicable)

Topic

Name  Tola Thompson

Job Title  Director Gov't Rel's FAMU

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City  FL

State  32307

Zip

Phone  850.599.3685

Email  tola.thompson@famu.edu

Speaking:  ☑ For  ☐ Against  ☐ Information

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

Representing

Appearing at request of Chair:  ☑ Yes  ☐ No

Lobbyist registered with Legislature:  ☑ Yes  ☐ No

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S-001 (10/14/14)
I. Summary:

SB 1060 updates terminology and expands opportunities and requirements related to career and adult education. Specifically, the bill:

- Updates, revises, and expands terminology and criteria to align statutory law to federal guidelines and regulations regarding apprenticeship programs.
- Increases the number of Career and Professional Education (CAPE) Digital Tool certificates that can be earned by elementary and middle school students, and approved annually on the CAPE Industry Certification Funding List.
- Requires school district career centers and charter technical career centers to establish financial aid appeal procedures for students seeking redress of grievances.

The bill has no impact on state funds. The increase in the number of CAPE Digital Tool certificates made available on the CAPE Industry Certification Funding List may result in an increase in the number of students eligible to generate additional full-time equivalent (FTE) funding to school districts. Each CAPE Digital Tool certificate generates 0.025 FTE, which would generate approximately $104 in additional funding for each certificate earned in the 2015-2016 fiscal year.

The bill provides an effective date of July 1, 2016.
II. Present Situation:  
Apprenticeship Programs  

Federal Program Requirements  

The United States Congress enacted the National Apprenticeship Act (also known as the Fitzgerald Act in honor of its author, Congressman William J. Fitzgerald)\(^1\) in 1937.\(^2\) Following the passage of the act, Registered Apprenticeship (RA) programs consisted mainly of manufacturing, construction, and utilities industries.\(^3\) In 2008, revised regulations were issued by the U.S. Department of Labor which increase program flexibility to better serve the needs of today's apprentices and program sponsors.\(^4\)

For apprentices and program sponsors, the regulations:\(^5\)
- Incorporate technology-based learning;
- Provide additional pathways to certification;
- Introduce interim credentials;
- Improve registration and review process;
- Update the reciprocal registration provision; and
- Introduce provisional registration.

For State Apprenticeship Agencies (SAAs), the regulations:\(^6\)
- Increase linkages with the workforce investment system;
- Redefine the roles and responsibilities of SAAs and State Apprenticeship Councils;
- Establish a process for continued recognition; and
- Increase flexibility for location of an SAA.

For the U.S. Department of Labor, the regulations:\(^7\)
- Enhance program accountability; and
- Ensure national conformity with federal apprenticeship legislation and regulations.

---


\(^3\) *Id.* Since 1937, RA programs have grown to 24,000 programs providing education and training to approximately 400,000 apprentices in emerging and high-growth sectors such as energy conservation, health care, and information technology, in addition to traditional industries such as manufacturing and construction. *Id.*


Registered apprenticeship program sponsors (i.e., employers, employer associations, and labor management organizations)\(^8\) identify the minimum qualifications to apply to their apprenticeship programs.\(^9\)

**State Law Regarding Apprenticeship Programs**

While the Federal government works in cooperation with states to oversee the nation’s apprenticeship programs, the states have the authority to register apprenticeship programs through federally recognized SAAs.\(^{10}\) In Florida, the Department of Education (DOE) serves as the registering entity to ensure compliance with federal and state apprenticeship standards, provide technical assistance, and conduct quality assurance assessments.\(^{11}\)

Florida law provides education and training opportunities, in the form of apprenticeship and preapprenticeship programs, to prepare individuals for trades, occupations, and professions suited to their abilities.\(^{12}\)

An apprenticeship program means “an organized course of instruction, registered and approved by the department, which course shall contain all terms and conditions for the qualifications, recruitment, selection, employment, and training of apprentices\(^{13}\) including such matters as the requirements for a written apprenticeship agreement.”\(^{14}\) A preapprenticeship program means “an organized course of instruction in the public school system or elsewhere, which course is designed to prepare a person 16 years of age or older to become an apprentice and which course

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\(^8\) Registered Apprenticeship program sponsors vary from small, privately owned businesses to national employer and industry associations. There are nearly 29,000 sponsors representing more than 250,000 employers, such as UPS, the United States Military Apprenticeship Program, Werner Enterprises, and CVS/pharmacy. U.S. Department of Labor, Apprentices, [http://www.doleta.gov/oa/apprentices.cfm](http://www.doleta.gov/oa/apprentices.cfm) (last visited January 14, 2016).

\(^9\) U.S. Department of Labor, Apprentices, [http://www.doleta.gov/oa/apprentices.cfm](http://www.doleta.gov/oa/apprentices.cfm) (last visited January 14, 2016). An individual must be at least 16 years of age to be an apprentice. *Id.* In hazardous occupations, individuals must usually be 18 years of age. *Id.* Program sponsors may also identify additional minimum qualifications and credentials to apply (e.g., education, ability to physically perform the essential functions of the occupation, and proof of age). *Id.* All applicants are required to meet the minimum qualifications. *Id.* Based on the selection method utilized by the sponsor, additional qualification standards, such as fair aptitude tests and interviews, school grades, and previous work experience may be identified. *Id.*

\(^{10}\) 29 C.F.R. ss. 29.1 and 29.13 (2008).

\(^{11}\) 29 C.F.R. s. 29.2 (2008).

\(^{12}\) Section 446.011(1), F.S.

\(^{13}\) An “apprentice” means “a person at least 16 years of age who is engaged in learning a recognized skilled trade through actual work experience under the supervision of journeyman craftsmen, which training should be combined with properly coordinated studies of technical and supplementary subjects, and who has entered into a written agreement, which may be cited as an apprentice agreement, with a registered apprenticeship sponsor who may be either an employer, an association of employers, or a local joint apprenticeship committee.” Section 446.021(2), F.S. A “journeyman means” “a person working in an apprenticeable occupation who has successfully completed a registered apprenticeship program or who has worked the number of years required by established industry practices for the particular trade or occupation.” Section 446.021(4), F.S. An apprenticeable occupation is a skilled trade which possesses all of the characteristics that are specified in law (e.g., customarily learned in a practical way through a structured, systemic program of on-the-job, supervised training and involves manual, mechanical, or technical skills and knowledge which require a minimum of 2,000 hours of work and training, which hours are excluded from the time spent at related instruction). Section 446.092, F.S.

\(^{14}\) Section 446.021(6), F.S. An apprenticeship agreement may not operate to invalidate any apprenticeship provision in a collective agreement between employers and employees which establishes higher apprenticeship standards. Section 446.081(1), F.S.
is approved by and registered with the department and sponsored by a registered apprenticeship program.”\(^{15}\)

The DOE is responsible for administering, facilitating, and supervising registered apprenticeship programs, including, but not limited to:\(^{16}\)

- Developing and encouraging apprenticeship programs.
- Cooperating with and assisting apprenticeship sponsors to develop apprenticeship standards and training requirements.
- Monitoring RA programs.
- Investigating complaints regarding failure to meet the standards\(^{17}\) established by the DOE.
- Canceling registration of programs that fail to comply with DOE standards and policies.

Additionally, the DOE, district school boards, and Florida College System (FCS) institution district boards of trustees must work together with existing apprenticeship programs so that individuals completing preapprenticeship programs may be able to receive credit towards completing registered apprenticeship programs.\(^{18}\)

The State Apprenticeship Advisory Council (Council) advises the DOE on matters related to apprenticeship.\(^{19}\) The Council is comprised of 10 voting members appointed by the Governor and two ex officio nonvoting members.\(^{20}\) The Commissioner of Education (Commissioner) or the Commissioner’s designee must serve ex officio as chair of the Council, but may not vote.\(^{21}\) Two public members who are knowledgeable about registered apprenticeship and apprenticeable occupations are appointed by the Governor to the Council.\(^{22}\) One of the public members must be recommended by joint organizations and one must be recommended by nonjoint organizations.\(^{23}\)

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\(^{15}\) Section 446.021(5), F.S.

\(^{16}\) Section 446.041, F.S.

\(^{17}\) The DOE is responsible for developing apprenticeship and preapprenticeship uniform minimum standards for the apprenticeable trades and assisting district school boards and community college district boards of trustees in developing preapprenticeship programs. Sections 446.011(2), 446.032, and 446.052, F.S.; Rule 6A-23.004, F.A.C. “Uniform minimum preapprenticeship standards” means “the minimum requirements established uniformly for each craft under which a preapprenticeship program is administered and includes standards for admission, training goals, training objectives, curriculum outlines, objective standards to measure successful completion of the preapprenticeship program, and the percentage of credit which may be given to preapprenticeship graduates upon acceptance into the apprenticeship program.” Section 446.021(8), F.S.

\(^{18}\) Section 446.052(3), F.S.

\(^{19}\) Section 446.045(2)(a), F.S.

\(^{20}\) Id.

\(^{21}\) Section 446.045(2)(b), F.S.

\(^{22}\) Id.

\(^{23}\) Id. A “joint organization” means an apprenticeship sponsor who participates in a collective bargaining agreement. Section 446.045(1)(a), F.S. A “nonjoint organization” means an apprenticeship sponsor who does not participate in a collective bargaining agreement. Id. at (1)(b).
CAPE Digital Tool Certificates

The DOE annually identifies CAPE Digital Tool certificates available to school districts to use in their programs for public elementary and middle school students to attain digital skills needed for academic work and future employment. The skills may include, but are not limited to:

- Word processing;
- Spreadsheets;
- Presentations;
- Digital arts;
- Cybersecurity; and
- Coding.

The certificates are identified on the CAPE Industry Certification Funding List and solely updated by the Chancellor of Career and Adult Education. Currently, the list includes 15 CAPE Digital Tool certificates, the maximum number allowed. In the 2014-2015 school year, 3,666 students earned a total of 3,953 CAPE Digital Tool certificates in 26 school districts. A student who earns a CAPE Digital Tool certificate generates additional full-time equivalent student membership for purposes of school district funding under the Florida Education Finance Program.

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25 Id.
26 Id.
27 All items on the list must include written exams that are third-party developed, scored by the certifying agency, and given in a proctored testing environment. Rule 6A-6.0573, F.A.C.
28 Id. To earn an industry certification, a student is assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be: (1) within an industry that addresses a critical local or statewide economic need; (2) linked to an occupation that is included in the workforce system’s targeted occupation list; or (3) linked to an occupation that is identified as emerging. Section 1003.492(2), F.S. See also, Florida Department of Education, Industry Certification http://www.fldoe.org/academics/career-adult-edu/industry-certification (last visited January 19, 2016). The DOE must also identify other certificates, certifications, and courses on the CAPE Industry Certification Funding List (e.g., CAPE ESE Digital Tool certificates, CAPE Innovation Courses, and CAPE Acceleration Industry Certifications). Section 1008.44(1), F.S.
30 Florida Department of Education, Email, January 7, 2016.
31 Section 1008.44(1)(b), F.S. Additional full-time equivalent (FTE) student membership is based on successful completion of a career-themed course, 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. Section 1011.62(1)(o), F.S. An additional 0.025 FTE shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades. Id.
Career and Technical Education Programs

Florida law states that “[t]he purpose of career education is to enable students who complete career programs to attain and sustain employment and realize economic self-sufficiency.”32 Public school districts and FCS institutions are responsible for ensuring adherence to accountability standards for career education programs, including, but not limited to:33

- Student demonstration of the academic skills necessary to enter an occupation.
- Student preparation to enter an occupation in an entry-level position or continue postsecondary study.
- Student completion, placement, and retention rates.34

The DOE is responsible for, among other things, providing timely, accurate technical assistance to schools districts and FCS institutions and developing program standards and industry-driven benchmarks for career, adult, and community education programs.35

The president of each state university or FCS institution is responsible for establishing procedures for appeals to redress student grievances related to the award or administration of financial aid at the university or institution.36 Although Florida law does not expressly require career and technical centers to establish such procedures, federal law does. As student financial aid granting institutions in accordance with Title IV of the Higher Education Act of 1965, career and technical centers must establish and maintain financial aid appeal procedures.37

III. Effect of Proposed Changes:

SB 1060 updates terminology and expands opportunities and requirements related to career and adult education. Specifically, the bill:

- Updates, revises, and expands terminology and criteria to align statutory law to federal guidelines and regulations regarding apprenticeship programs.
- Increases the number of CAPE Digital Tool certificates that can be earned by elementary and middle school students and approved annually on the CAPE Industry Certification Funding List.
- Requires school district career centers and charter technical career centers to establish financial aid appeal procedures for students seeking redress of grievances.

32 Section 1004.92(1), F.S.
33 Id. at (2)(a).
34 The DOE must develop a system of performance measures in order to evaluate the career education programs which measure program enrollment, completion rates, placement rates, and amount of earnings at the time of placement. Placement and employment information, where applicable, shall contain data relevant to job retention, including retention rates. The State Board of Education must adopt by rule the specific measures and any definitions needed to establish the system of performance measures. Section 1008.43(1)(a), F.S.; Rule 6A-10.0342, F.A.C.
35 Id. at (2)(b).
36 Section 1009.42(2), F.S.
Apprenticeships

Definitions
The bill changes the term “journeyman” to “journeyworker.” Also, the bill clarifies and expands the definition of the term journeyworker as a worker who has mastered the skills and competencies required for a specific trade or occupation through a formal apprenticeship, attainment of a nationally recognized industry certification, or practical on-the-job experience or formal training. The revised definition aligns the state definition with federal law and recognizes the importance of industry certifications as nationally recognized credentials that demonstrate competency of the student’s knowledge in a specific trade or occupation.

The bill redefines “related instruction” by specifying that such instruction may be given in occupational or industrial courses taught inside or outside the classroom through correspondence courses, electronic media, or other forms of self-study approved by the Department of Education (DOE). The bill expands the definition to broaden the types of courses and options for receiving instruction for such courses, which may benefit preapprentices and apprentices who would not otherwise have the opportunity to receive the instruction in a traditional classroom setting.

Apprenticeable Occupations
The bill expands the criteria for an apprenticeable occupation as a clearly identified, skilled trade which may be associated with a nationally recognized industry certification and involves skills and knowledge in accordance with the applicable industry standards. By revising the criteria for an apprenticeable occupation, the bill recognizes the importance of industry certifications as nationally recognized credentials that demonstrate competency of the student’s knowledge in a specific trade or occupation.

State Apprenticeship Advisory Council Membership
The bill authorizes the Governor to appoint two public members to the State Apprenticeship Advisory Council (council) who are independent of, rather than recommended by, joint or nonjoint organizations affiliated with apprenticeship sponsors, which meets the intent of federal law. The bill may provide the Governor more autonomy when appointing council members.

Apprenticeship Agreements
The bill prohibits apprenticeship programs or agreements from discriminating against or invalidating special provisions for veterans, minority persons, or women. In effect, the bill ensures that such individuals are protected and special provisions are honored in apprenticeship agreements.

CAPE Digital Tool Certificates
The bill increases from 15 to 30 the maximum number of CAPE Digital Tool certificates available for school districts to use in their programs and provides students more options for acquiring digital skills and attaining industry-approved credentials. Also, the bill removes the requirement that the CAPE Digital Tool certificates be updated solely by the Chancellor of
Career and Adult Education which may provide the DOE with more flexibility to review, recommend, and update the CAPE Certification Funding List with regard to such certificates.

**Career and Technical Center Financial Aid Appeals**

The bill requires, consistent with federal law, each district school board operating a career center and each governing board of a charter technical career center to establish procedures for student appeals relating to financial aid grievances. In effect, the bill ensures that students enrolled in career and technical education programs are afforded the same rights relating to student financial aid as students enrolled in state universities and Florida College System institutions.

The bill provides an effective date of July 1, 2016.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

   None.

B. Public Records/Open Meetings Issues:

   None.

C. Trust Funds Restrictions:

   None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

   None.

B. Private Sector Impact:

   None.

C. Government Sector Impact:

   The increase in the number of CAPE Digital Tool certificates made available on the CAPE Industry Certification Funding List may result in an increase in the number of students eligible to generate additional full-time equivalent (FTE) funding to school districts. Each CAPE Digital Tool certificate generates 0.025 FTE, which would generate approximately $104 in additional funding for each certificate earned in the 2015-2016 fiscal year.  

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38 Florida Department of Education, 2016 Agency Legislative Bill Analysis (SB 1060), at 5, r’cvd December 23, 2015 (on file with the staff of the Committee on Education Pre-K – 12).

39 Id.
VI. **Technical Deficiencies:**

None.

VII. **Related Issues:**

None.

VIII. **Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 446.021, 446.032, 446.045, 446.081, 446.091, 446.092, 1008.44, and 1009.42.

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.

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This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
By Senator Legg

A bill to be entitled An act relating to career and adult education;
amending s. 446.021, F.S.; redefining and reordering
terms; conforming provisions to changes made by the
act; amending s. 446.032, F.S.; conforming provisions
to changes made by the act; amending s. 446.045, F.S.;
revising the membership requirements for the State
Apprenticeship Advisory Council; amending s. 446.081,
F.S.; providing for construction; amending s. 446.091,
F.S.; conforming provisions to changes made by the
act; amending s. 446.092, F.S.; revising the
attributes that characterize apprenticeable
occupations; amending s. 1008.44, F.S.; increasing the
maximum number of certain CAPE Digital Tool
certificates that the Commissioner of Education may
recommend be added to the CAPE Industry Certification
Funding List; deleting the requirement that certain
digital tool certificates be updated solely by the
Chancellor of Career and Adult Education; amending s.
1009.42, F.S.; expanding the financial aid appeals
process to other school entities; providing an
effective date.

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

Section 1. Present subsections (2), (4), (5), (6), and (9)
of section 446.021, Florida Statutes, are amended, and present
subsections (1), (3), (8), (10), (11), and (12) of that section
are redesignated as subsections (8), (11), (12), (3), (6), and
(4), respectively, to read:

446.021 Definitions of terms used in ss. 446.011-446.092.—
As used in ss. 446.011-446.092, the term:

CODING: Words __stricken__ are deletions; words __underlined__ are additions.
"Apprenticeship program" means an organized course of instruction, including, but not limited to, CAPE industry certifications identified under s. 1008.44, registered and approved by the department, which course shall contain all terms and conditions for the qualifications, recruitment, selection, employment, and training of apprentices including such matters as the requirements for a written apprenticeship agreement.

"Related instruction" means an organized and systematic form of instruction designed to provide the apprentice with knowledge of the theoretical and technical subjects related to a specific trade or occupation. Such instruction may be given in a classroom through occupational or industrial courses or outside of a classroom through correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the department.

Section 2. Subsection (1) of section 446.032, Florida Statutes, is amended to read:

446.032 General duties of the department for apprenticeship training.—The department shall:

(1) Establish uniform minimum standards and policies governing apprentice programs and agreements. The standards and policies shall govern the terms and conditions of the apprentice’s employment and training, including the quality training of the apprentice for, but not limited to, such matters as ratios of apprentices to journeyworkers, safety, related instruction, and on-the-job training; but these standards and policies may not include rules, standards, or guidelines that require the use of apprentices and job trainees on state, county, or municipal contracts. The department may adopt rules necessary to administer the standards and policies.

Section 3. Paragraph (b) of subsection (2) of section 446.045, Florida Statutes, is amended to read:

(2) The Commissioner of Education or the commissioner’s designee shall serve ex officio as chair of the State Apprenticeship Advisory Council, but may not vote. The state director of the Office of Apprenticeship of the United States Department of Labor shall serve ex officio as a nonvoting member of the council. The Governor shall appoint to the council four members representing employee organizations and four members representing employer organizations. Each of these eight members shall represent industries that have registered apprenticeship programs. The Governor shall also appoint two public members who are knowledgeable about registered apprenticeship and apprenticeable occupations and who are independent of any joint or nonjoint organization, one of whom shall be recommended by joint organizations, and one of whom shall be recommended by nonjoint organizations. Members shall be appointed for 4-year staggered terms. A vacancy shall be filled for the remainder of the unexpired term.

Section 4. Subsection (4) is added to section 446.081, Florida Statutes, to read:

446.081 Limitation.—

(4) Nothing in ss. 446.011-446.092, in any rules adopted under those sections, or in any apprentice agreement approved under those sections shall operate to invalidate any special provision for veterans, minority persons, or women relating to
the standards, apprentice qualifications, or operation of the program which is not otherwise prohibited by law, executive order, or authorized regulation.

Section 5. Section 446.091, Florida Statutes, is amended to read:

446.091 On-the-job training program.—All provisions of ss. 446.011-446.092 relating to apprenticeship and preapprenticeship, including, but not limited to, programs, agreements, standards, administration, procedures, definitions, expenditures, local committees, powers and duties, limitations, grievances, and ratios of apprentices and job trainees to journeymen, apprentices, on state, county, and municipal contracts, shall be appropriately adapted and made applicable to a program of on-the-job training authorized under those provisions for persons other than apprentices.

Section 6. Section 446.092, Florida Statutes, is amended to read:

446.092 Criteria for apprenticeship occupations.—An apprenticeable occupation is a skilled trade that which possesses all of the following characteristics:

(1) It is customarily learned in a practical way through a structured, systematic program of on-the-job, supervised training.

(2) It is clearly identified and commonly recognized throughout an entire industry and may be associated with a nationally recognized industry certification or recognized with a positive view towards changing technology.

(3) It involves manual, mechanical, or technical skills and knowledge that, in accordance with the industry standards for

CODING: Words **stricken** are deletions; words _underlined_ are additions.
limited to the areas of word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding pursuant to s. 1003.4203(3) that do not articulate for college credit. Such certificates shall be annually identified on the CAPE Industry Certification Funding List and updated solely by the Chancellor of Career and Adult Education. The certificates shall be made available to students in elementary school and middle school grades and, if earned by a student, shall be eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.

Section 8. Subsection (2) of section 1009.42, Florida Statutes, is amended to read:

1009.42 Financial aid appeal process.—
(2) The president of each state university and each Florida College System institution, each district school board that operates a career center pursuant to s. 1001.44, and each charter technical career center that operates pursuant to s. 1002.34 shall establish a procedure for appeal, by students, of grievances related to the award or administration of financial aid at the institution.

Section 9. This act shall take effect July 1, 2016.
THE FLORIDA SENATE

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

Meeting Date

SB 1060 - Career and Adult Education

Name Tanya Cooper

Job Title Director, Governmental Relations

Address 325 W. Gaines St.

Tallahassee FI 32399

Street City State Zip

Phone 850-245-0501

Email Tanya.Cooper@fldoe.org

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

Representing Florida Department of Education

Appearing at request of Chair: □ Yes □ No Lobbyist registered with Legislature: ✓ Yes □ No

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

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

S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

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

1/28/16
Meeting Date

1060
Bill Number (if applicable)

Spencer Pylant
Name

Communications & Gov't Relations Liaison
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Pasco County Schools
Representing

☑ For ☐ Against ☐ Information
Speaking:

☑ In Support ☐ Against
Waive Speaking:

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

Appearing at request of Chair: ☐ Yes ☑ No
Representing

Lobbyist registered with Legislature: ☑ Yes ☐ No

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

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

BILL ANALYSIS AND FISCAL IMPACT STATEMENT
(This document is based on the provisions contained in the legislation as of the latest date listed below.)

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

BILL: PCS/SB 1166 (126962)

INTRODUCER: Senator Gaetz

SUBJECT: Education Funding

DATE: January 29, 2016

ANALYST
1. Sikes

STAFF DIRECTOR
Elwell

REFERENCE
AED
FAV/CS

ACTION

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

PCS/SB 1166 updates and establishes numerous early learning, public K-12, and postsecondary education statutes relating to the School Readiness program, public school funding and policy issues, the Adults with Disabilities Workforce Education Pilot Program, and the Distinguished Florida College System Program. Specifically, the bill:

• Revises provisions relating to health and safety standards and eligibility for the School Readiness program to align to federal requirements in the 2014 reauthorization of the Child Care and Development Block Grant;
• Authorizes and codifies changes to the Florida Education Finance Program (FEFP) funding formula;
• Makes the Adults with Disabilities Workforce Education Pilot Program, established in s. 1004.935, F.S., a permanent program by removing its pilot status and sunset date; and
• Establishes the Distinguished Florida College System Program to recognize Florida’s highest-performing colleges.

The proposed Senate General Appropriations Bill, SPB 2500, contains funding for the provisions of this bill which require an appropriation. SPB 2500 appropriates $614,755 to the Department of Children and Families for the additional licensing and inspection requirements related to the School Readiness program. Also, $2 million is appropriated for the Distinguished Florida College System Program in SPB 2500.

SPB 2500 also appropriates $12,208,418 in the FEFP for the federally connected student supplement. The other changes to the FEFP have no impact on state funds. However, individual
school districts may experience an increase or decrease in their ESE Guaranteed Allocation based on the results of the October full-time equivalent (FTE) student survey.

The bill provides an effective date of July 1, 2016.

II. Present Situation:

Child Care and Development Block Grant (CCDBG)

The Office of Child Care (OCC) of the United States Department of Health and Human Services supports low-income working families by providing access to affordable, high-quality early care and afterschool programs. The OCC administers the Child Care and Development Fund (CCDF) and works with state, territory and tribal governments to provide support for children and their families to promote family economic self-sufficiency and to help children succeed in school and life through affordable, high-quality early care and afterschool programs. The CCDF provides funding for state efforts to provide child care services for low-income family members who work, train for work, attend school, or whose children receive or need to receive protective services. Block grant funding can be used for public or private, religious or non-religious, and center or home-based care. Child care programs that accept funding must comply with state health and safety requirements.

School Readiness Program

Florida’s Office of Early Learning (OEL) is the designated lead agency for purposes of administering the CCDF Block Grant Trust Fund and provides state-level administration for the School Readiness program. The School Readiness program is a state-federal partnership between OEL and the OCC. The School Readiness program receives funding from a mixture of state and federal sources, including the federal CCDF, the federal Temporary Assistance for Needy Families (TANF) block grant, general revenue and other state funds. The School Readiness program provides subsidies for child care services and early childhood education for children of low-income families; children in protective services who are at risk of abuse, neglect, or abandonment; and children with disabilities.

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2 Id.
4 Id.
5 Id.
6 In 2013, the Legislature established the Office of Early Learning in the Office of Independent Education and Parental Choice within the Department of Education (DOE). The office is administered by an executive director and is fully accountable to the Commissioner of Education but shall independently exercise all powers, duties, and functions prescribed by law, as well as adopt rules for the establishment and operation of the School Readiness program and the Voluntary Prekindergarten Education Program. Section 1, 2013-252, L.O.F., codified as s. 1001.213, F.S.
7 Section 1002.82(1), F.S.
9 Specific Appropriation 82, s. 2, ch. 2015-232, L.O.F.
The School Readiness program utilizes a variety of providers to deliver program services, such as licensed and unlicensed child care providers and public and nonpublic schools. The Florida Department of Children and Families’ Office of Child Care Regulation (OCCR), as the agency responsible for the state’s child care provider licensing program, regulates some, but not all, of the child care providers that provide early learning programs. The program is administered at the county or regional level by early learning coalitions (ELC).

In order to be eligible to deliver the School Readiness program, a provider must be:

- A licensed child care facility;
- A licensed or registered family day care home (FDCH);
- A licensed large family child care home (LFCCH);
- A public school or non-public school;
- A license-exempt faith-based child care provider;
- A before-school or after-school program; or
- An informal child care provider authorized in the state’s CCDF plan.

On November 19, 2014, the Child Care and Development Block Grant (CCDBG) Act of 2014 was signed into law reauthorizing the CCDF for the first time since 1996. The new law prescribes health and safety requirements for School Readiness program providers and requires transparent information to parents and the general public about available child care choices.

While Florida’s School Readiness program currently meets many of the new federal requirements, there are specific federal requirements that necessitate changes to Florida law including:

- Screening for child care staff to include searches of the National Sex Offender Registry, as well as searches of state criminal records, the sex offender registry and child abuse and neglect registry of any state in which the child care personnel resided during the preceding 5 years.
- Posting of monitoring and inspection reports through electronic means.

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10 Section 1002.88(1)(a), F.S.
11 See ss. 402.301-319, F.S., and part VI, ch. 1002, F.S.
13 Section 1002.88(1)(a), F.S.
16 Id.
18 Pub. L. No. 113-186, 128 Stat. 1971, Sec. 658H(b)
• Providing parents and the general public, information, via a website, regarding:
  o The availability of child care services to promote informed child care choices;
  o The process for licensing child care providers;
  o The conducting of background screening;
  o The monitoring and inspection of child care providers; and
  o The offenses that would prevent individuals and entities from serving as child care providers in the state.\(^\text{20}\)

• Inspecting license-exempt providers receiving CCDBG funds for compliance with health, safety, and fire standards.\(^\text{21}\)
• Requiring disaster preparedness plan to include procedures for staff and volunteer emergency preparedness training and practice drills.\(^\text{22}\)
• Certifying in the state plan, compliance with the child abuse reporting requirements of the Child Abuse Prevention and Treatment Act.\(^\text{23}\)

**Florida Education Finance Program**

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts.\(^\text{24}\) The FEFP is comprised of multiple categorical funds and factors which, when multiplied by the full-time equivalent (FTE) students, generates the annual operational allocation for each school district.

**Exceptional Student Education Guaranteed Allocation**

In order to provide exceptional education and related services, an Exceptional Student Education (ESE) Guaranteed Allocation was established by the Legislature to provide funding through the FEFP in addition to the basic program funding.\(^\text{25}\) This allocation is a lump sum that is derived from the number of FTE students and the cost factors associated with the matrix of services (matrix) to document the services that each student with an exceptionality will receive.\(^\text{26}\)

The Florida Department of Education (DOE) developed the Matrix of Services Handbook to provide districts, schools and teachers with information about the matrix required for selected students with exceptionalities.\(^\text{27}\) The matrix is designed with five levels in each of the following five domain areas: \(^\text{28}\)

• Curriculum and Learning Environment: This domain addresses services provided to the student in the areas of curriculum, instructional strategies and learning environment.

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\(^{26}\) Section 1011.62 (1)(e)1.a., F.S.


\(^{28}\) Id.
• Social or Emotional Behavior: This domain includes services provided to meet identified social and emotional needs of students with exceptionalities, such as positive behavioral supports, behavioral interventions, social skills development, socialization and counseling as a related service.

• Independent Functioning: This domain includes services that are necessary for the independent functioning of students with exceptionalities, such as instruction in organizational strategies, assistance for activities of daily living and self-care, physical therapy, occupational therapy, orientation and mobility training and supervision of students to ensure physical safety.

• Health Care: This domain addresses services provided to students with exceptionalities who have health care needs. Included in this domain are services related to monitoring and assessment of health conditions, provision of related health care services and interagency collaboration.

• Communication: This domain includes services provided to support the communication needs of students with exceptionalities. Services included in this domain are personal assistance, instructional interventions, speech or language therapy and the use of alternative and augmentative communication systems.

A student is evaluated within each of these five domains to determine the appropriate level of service the student requires. Level 1 represents the lowest level of service and Level 5 represents the highest level of service. The frequency and intensity of the service and the qualifications of personnel required to provide the service are critical factors that impact the determination of the appropriate level of service for the student.

The ESE Guaranteed Allocation was established in 2000 in conjunction with the elimination of the mandatory requirement for the determination of a matrix of services for Levels 1 through 3 ESE students. ESE services for students whose level of service is Levels 1 through 3 are funded through the ESE Guaranteed Allocation. These students generate FTE funding using the appropriate basic program cost factor for their grade level. The ESE Guaranteed Allocation provides for the additional services needed for these exceptional students. For the 2015-2016 fiscal year, the average ESE Guaranteed Allocation funding per FTE is $2,007. Students whose level of service is Level 4 or 5 do not receive funds from the ESE Guaranteed Allocation, but instead generate weighted funding using a higher program cost factor which provides for both their education program and their exceptional services.

29 Id.
30 Id.
32 The basic program cost factors are as follows:
   • For grades K-3, the cost factor is 1.115
   • For grades 4-8, the cost factor is 1.000
   • For grades 9-12, the cost factor is 1.005
35 The 2015-2016 Level 4 cost factor is 3.613 and the Level 5 cost factor is 5.258.
For the 2015-2016 fiscal year, $959,182,058 was appropriated within the FEFP for the ESE Guaranteed Allocation.⁶⁶ The allocation for each district is calculated once based on projected ESE and total FTE enrollment and is not recalculated during the school year.⁶⁷ Since the allocation is not recalculated, a school district that overestimates its ESE FTE keeps the additional funds. A school district that underestimates their ESE FTE does not receive additional funds to support its ESE student population.

**Federally Connected Student Supplement**

The federally connected student supplement was established in the 2015-2016 Implementing Bill, ch. 2015-222, L.O.F, to provide funding to school districts to support the education of students connected with federally-owned military installations, National Aeronautics and Space Administration (NASA) property, and Indian lands. To be eligible for this supplement, the district must also be eligible for federal impact aid funds, pursuant to Title VIII of the Elementary and Secondary Education Act of 1965.

The supplement is based on two components: a student allocation and an exempt-property allocation. The student allocation is based on the number of students in the district reported for federal impact aid, including students with disabilities, who

- Reside with a parent who is on active duty in the uniformed services or is an accredited foreign government official and military officer;
- Reside on eligible federally-owned Indian lands; or
- Reside with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. The number of these students shall be multiplied by a factor of 0.5.

The exempt-property allocation is based on the district’s real property value of exempt federal property of federal impact aid lands reserved as military installations, NASA properties, or federally-owned Indian lands, multiplied by the millage authorized and levied under s. 1011.71 (2), F.S. The student allocation and the exempt-property allocation are added together for each eligible district to produce the federally connected student supplement.

The federal impact aid funding for Florida school districts has decreased by 50 percent from $13.9 million in the 1993-1994 fiscal year to $6.9 million in the 2013-2014 fiscal year. Currently, 14 school districts in Florida qualify for federal impact aid. These districts received $12,404,401 through the federally connected student supplement as appropriated in the 2015-2016 General Appropriations Act (GAA).

**Career and Professional Education (CAPE) Dual Enrollment Industry Certification Funding**

Performance funding for a CAPE industry certification earned through dual enrollment is provided to the Florida College System institution or district career center providing the

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⁶⁷ Section 1011.62 (1)(e)2, F.S.
instruction only if the industry certification is eligible for funding on the Postsecondary Industry Certification Funding List approved by the State Board of Education.\textsuperscript{38}

\textbf{CAPE Bonus Funding}

Bonus funding is authorized for school districts and for teachers if a student earns a CAPE industry certification.\textsuperscript{39} Depending on the certification earned, a school district receives bonus funding of 0.1, 0.2, 0.3, 0.5, or 1.0 FTE. Teacher bonus funding is awarded for CAPE industry certifications as follows:

- A bonus in the amount of $25 is awarded 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.\textsuperscript{40}
- A bonus in the amount of $50 is awarded 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, 0.3, 0.5, and 1.0.\textsuperscript{41}
- CAPE industry certification bonuses may not exceed $2,000 to a teacher in any given school year.\textsuperscript{42}

\textbf{Adults with Disabilities Workforce Education Pilot Program}

The Adults with Disabilities Workforce Education Pilot Program was created in 2012 to operate for two years in Hardee, DeSoto, Manatee, and Sarasota Counties and provide the option of receiving a scholarship for instruction at private schools for up to 30 students who meet the following requirements:\textsuperscript{43}

- Have a disability;\textsuperscript{44}
- Are 22 years of age;
- Are receiving instruction from an instructor in a private school to meet the high school graduation requirements in s. 1003.428 or s. 1003.4282, F.S.;
- Do not have a standard high school diploma or a special high school diploma; and
- Receive supported employment services.\textsuperscript{45}

In 2014, the Legislature extended the program for an additional two years through June 30, 2016.

\textsuperscript{38} s. 1011.80, F.S.
\textsuperscript{39} Sections 1011.62 (1)(o), F.S.
\textsuperscript{40} Id.
\textsuperscript{41} Id.
\textsuperscript{42} Id.
\textsuperscript{43} Chapter 2012-134, Laws of Fla., s. 12, codified in s. 1004.935, F.S.
\textsuperscript{44} A student with a disability includes a student who is documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.
\textsuperscript{45} Supported employment services means employment that is located or provided in an integrated work setting with earnings paid on a commensurate wage basis and for which continued support is needed for job maintenance.
III. Effect of Proposed Changes:

PCS/SB 1166 updates and establishes numerous early learning, public K-12, and postsecondary education statutes.

School Readiness Health and Safety Standards

The bill revises provisions relating to health and safety standards and eligibility for the School Readiness program to align to federal requirements in the 2014 reauthorization of the Child Care and Development Block Grant (CCDBG).

Specifically, the bill:
- Increases health and safety standards.
- Expands requirements for employment history checks and child care personnel background screenings.
- Expands availability of child care information, including inspection and monitoring reports.
- Expands School Readiness provider standards to include preservice and inservice training requirements and appropriate group size and staff-to-child ratios.
- Aligns child eligibility criteria to the federal requirements.

Current law requires a child care provider to provide basic health and safety of its premises and facilities and compliance with requirements for age-appropriate immunizations of children. A licensed provider may satisfy this requirement through compliance with current licensing standards for child care facilities, large family child care homes, or family day care homes. Faith-based child care providers, informal child care providers, and nonpublic schools exempt from licensure satisfy this requirement by posting a health and safety checklist adopted by the Office of Early Learning (OEL).

Pursuant to the CCDBG Reauthorization, all School Readiness program providers must meet a minimum level of health and safety requirements and receive at least one annual inspection. The bill requires registered or license-exempt School Readiness providers to comply with the health and safety checklist and training requirements adopted by OEL, as well as the child care personnel background screening requirements.

Screening of Child Care Personnel

The bill redefines the definition of “screening” to include employment history checks consisting of documented attempts to contact each employer that employed the child care applicant within the preceding 5 years and documented findings from such contact. The bill requires that a screening include a search of the criminal history records, sexual predator and sexual offender registry, and child abuse and neglect registry of any state in which the applicant resided during the preceding 5 years. In effect, the bill revises the definition of screening to align it with the new federal requirements, and requires that any School Readiness provider screen individuals seeking employment in a manner consistent with those requirements.

The bill authorizes the use of information in the Department of Children and Families’ (DCF) Central Abuse Hotline for purposes of conducting background screenings of child care
personnel. Generally, the use of information in the Central Abuse Hotline is prohibited from being used for employment screenings, except in specified instances (e.g., child or adult protective investigations or licensure or approval of child care facilities). Furthermore, the bill authorizes employees, authorized agents, and contract providers of the OEL to have access to DCF child abuse and neglect reports and records to ensure compliance with the federal requirements.

**Disqualification from Employment**

The bill disqualifies a person from employment with a School Readiness provider if the person has been convicted of a felony offense relating to:

- Domestic violence.\(^{46}\)
- Murder.\(^{47}\)
- Manslaughter; aggravated manslaughter of an elderly person or a disabled adult; aggravated manslaughter of a child; or aggravated manslaughter of an officer, a firefighter, an emergency medical technician, or a paramedic.\(^{48}\)
- Aggravated assault.\(^{49}\)
- Aggravated battery.\(^{50}\)
- Kidnapping.\(^{51}\)
- Luring or enticing a child.\(^{52}\)
- Leading, taking, enticing, or removing a minor, with criminal intent, pending custody proceedings, dependency proceedings, or proceedings concerning alleged abuse or neglect of a minor.\(^{53}\)
- Sexual battery.\(^{54}\)
- Sexual activity with or solicitation of a child by a person in familial or custodial authority.\(^{55}\)
- Unlawful sexual activity with certain minors.\(^{56}\)
- Female genital mutilation.\(^{57}\)
- Arson.\(^{58}\)
- Incest.\(^{59}\)
- Child abuse, aggravated child abuse, neglect of a child.\(^{60}\)
- Contributing to the delinquency or dependency of a child.\(^{61}\)

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\(^{46}\) Chapter 741, F.S.
\(^{47}\) Section 782.04, F.S.
\(^{48}\) Section 782.07, F.S.
\(^{49}\) Section 784.021, F.S.
\(^{50}\) Section 784.045, F.S.
\(^{51}\) Section 787.01, F.S.
\(^{52}\) Section 787.025, F.S.
\(^{53}\) Section 787.04(2) and (3), F.S.
\(^{54}\) Section 794.011, F.S.
\(^{55}\) Former s. 794.041, F.S.
\(^{56}\) Section 794.05, F.S.
\(^{57}\) Section 794.08, F.S.
\(^{58}\) Section 806.01, F.S.
\(^{59}\) Section 826.04, F.S.
\(^{60}\) Section 827.03, F.S.
\(^{61}\) Section 827.04, F.S.
• Sexual performance by a child.\textsuperscript{62}
• Sexual misconduct in juvenile justice programs.\textsuperscript{63}

Also, the bill disqualifies any person who has been convicted of a misdemeanor offense relating to battery of a minor\textsuperscript{64} or luring or enticing a child.\textsuperscript{65}

Furthermore, if the person committed a criminal act in another state or under federal law which, if committed in this state, would constitute any of the above-listed offenses, he or she is disqualified from employment with a School Readiness provider.

**Affidavit of Compliance with Mandatory Child Abuse Reporting**

The bill requires each child care facility, family day care home, and large family day care home to annually submit an affidavit of compliance with the mandatory reporting requirements in Florida law.\textsuperscript{66} The change in law is consistent with the new federal requirement that child care personnel of School Readiness providers be familiar and comply with the mandatory child abuse, abandonment, or neglect reporting requirements.

**DCF Inspection & Monitoring of School Readiness Providers**

The bill requires School Readiness providers to permit access to DCF to inspect facilities, personnel, and records for the purpose of verifying compliance with the standards established and adopted by OEL. Under the bill, inspection and monitoring of School Readiness providers by DCF or local licensing agencies must be governed by a memorandum of understanding between OEL and DCF or local licensing agencies for verifying compliance solely with the standards contained in the statewide provider contract and the health and safety checklist. Furthermore, the bill requires that a School Readiness provider’s contract be terminated if the provider refuses permission for entry or inspection.

**Child Care Information**

The bill requires DCF and local licensing agencies to make electronically available to the public all licensing standards and procedures, health and safety standards for School Readiness providers, monitoring and inspection reports, and the names and addresses of licensed child care facilities, School Readiness providers, and licensed or registered family day care homes. Additionally, the bill requires the DCF to make publicly available the following information:

- Number of deaths, serious injuries, and instances of substantiated child abuse which have occurred in child care settings each year;
- Research and best practices in child development; and
- Resources regarding social-emotional development, parent and family engagement, healthy eating, and physical activity.

Requiring that such information be made publicly available is consistent with the federal requirements in the CCDBG Reauthorization.

\textsuperscript{62} Section 827.071, F.S.
\textsuperscript{63} Section 985.701, F.S.
\textsuperscript{64} Section 784.03, F.S.
\textsuperscript{65} Section 787.025, F.S.
\textsuperscript{66} Section 39.201, F.S.
OEL’s Duty to Align Standards to the Federal Requirements

Consistent with federal law, the bill requires OEL to:

- Develop and implement strategies to increase the supply and improve the quality of child care services for infants and toddlers, children with disabilities, children who receive care during nontraditional hours, children in underserved areas, and children in areas that have significant concentrations of poverty and unemployment.
- Establish preservice and inservice training requirements addressing, at a minimum:
  - School Readiness child development standards.
  - Health and safety requirements.
  - Social-emotional behavior intervention models.
- Establish standards for emergency preparedness plans.
- Establish group size and staff-to-child ratios.
- Establish eligibility criteria, including income-based limitations and family assets.

Child Eligibility

The bill revises provisions relating to child eligibility to align with the federal requirement that once a child is deemed eligible for School Readiness program services, he or she remains eligible for a minimum of 12 months. Under current law, a child’s eligibility may be redetermined at any time based on a change in family income or upon notification of a parent’s change in employment status. Consequently, the bill repeals a requirement that each early learning coalition (ELC) redetermine eligibility twice per year for an additional 50 percent of the ELC’s enrollment through a statistically valid random sampling.

Pursuant to the CCDBG Reauthorization, the bill provides that if a child’s eligibility priority category requires the child to be from a working family, he or she will become ineligible to receive School Readiness program services if the parent does not reestablish employment or resume attendance at a job training or educational program within 90 days after becoming unemployed or ceasing to attend the job training or educational program. Current law affords a parent 60 days to reestablish employment or resume attendance at a job training or educational program. The change will provide additional time for parents to reestablish employment or resume attendance at a job training or educational program, so that their children may continue to receive School Readiness program services.

Also, the bill authorizes an ELC to temporarily waive the parent’s copayment for a child whose family’s income is at or below the federal poverty level and whose family experiences a natural disaster or an event that limits the parent’s ability to pay. Authorizing waiver of the copayment is consistent with federal law, which contemplates that a copayment not be a barrier to families receiving School Readiness program services.

Exceptional Student Education Guaranteed Allocation

The bill authorizes the Florida Department of Education (DOE) to recalculate the Exceptional Student Education (ESE) Guaranteed Allocation for each school district. The ESE Guaranteed Allocation will be calculated initially in the General Appropriations Act (GAA), and recalculated...
based on each school district’s actual ESE and total full-time equivalent (FTE) enrollment as determined by the October FTE survey. This recalculation will ensure school districts receive their appropriate share of the ESE Guaranteed Allocation based on actual enrollment rather than projected enrollment.

**Federally Connected Student Supplement**

The bill codifies the federally connected student supplement categorical within the Florida Education Finance Program (FEFP). The school districts which receive federal impact aid under Title VIII of the Elementary and Secondary Education Act of 1965, will continue to be eligible for additional FEFP funding under this categorical.

**Career and Professional Education (CAPE) Dual Enrollment Industry Certification Funding**

The bill authorizes performance funding for a CAPE industry certification earned through a dual enrollment course, which is not a fundable certification on the Postsecondary Industry Certification Funding List or is earned as a result of an agreement with a nonpublic postsecondary institution, to be funded in the same manner as a non-dual enrollment course industry certification. 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.

**CAPE Teacher Bonus Funding**

The bill establishes two new tiers of bonuses available to CAPE industry certification teachers under s. 1011.62 (1)(o), F.S. A teacher providing in instruction to a student 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 will earn a $75 bonus, which is $25 more than currently authorized. A teacher providing instruction to a student 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 will earn a $100 bonus, which is $50 more than currently authorized. The bill also eliminates the $2,000 maximum annual bonus for teachers providing instruction in courses leading to these CAPE industry certifications.

**Adults with Disabilities Workforce Education Pilot Program**

The bill removes the pilot status and sunset provision for the Adults with Disabilities Workforce Education Pilot Program, thereby making the program permanent and no longer subject to expiration.

**Distinguished Florida College System Program**

The bill establishes the Distinguished Florida College System Program to recognize Florida’s highest-performing colleges. A Florida college earns the designation as a distinguished college by the State Board of Education by meeting at least five of the seven excellence standards. The excellence standards established for the program are as follows:
• A 150 percent-of-normal-time completion rate\(^{67}\) of 50 percent or higher;
• A 150 percent-of-normal-time completion rate for Pell Grant recipients of 40 percent or higher;
• A retention rate of 70 percent or higher;
• A continuing education, or transfer, rate of 72 percent or higher for students graduating with an associate of arts degree;
• A licensure passage rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) of 90 percent or higher for first-time exam takers;
• A job placement or continuing education rate of 88 percent or higher for workforce programs;
• A time-to-degree for students graduating with an associate of arts degree of 2.25 years or less for first-time-in-college students with accelerated college credits;

A Florida College System institution designated as a distinguished college is eligible for funding as specified in the GAA.

**Powers and Duties of a District School Board**

The bill provides a district school board with the authority to visit schools, give suggestions for improvement, and advise citizens with the view of promoting interest in education and improving the school.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

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\(^{67}\) The National Center for Education Statistics, in the Integrated Postsecondary Education Data System (IPEDS) glossary (available at [http://nces.ed.gov/ipeds/glossary/?charindex=N](http://nces.ed.gov/ipeds/glossary/?charindex=N)), defines normal time to completion as the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. For example, an associate's degree in a standard term-based institution has a normal time of completion of 2 years (4 semesters). The 150 percent of normal time to completion for an associate's degree would be 3 years (6 semesters). The 150 percent normal time of completion rate reflects the percentage of full-time students who complete all requirements for a degree or certificate within 150 percent of the amount of time necessary for a student to complete a degree or certificate according to the institution's catalog.
V. Fiscal Impact Statement:

A. Tax/Fee Issues:
None.

B. Private Sector Impact:

Under PCS/SB 1166, teachers providing instruction in courses leading to CAPE industry certifications may be eligible for additional bonus funds for each student attaining specific CAPE industry certifications. The bill also removes the $2,000 annual limit for these CAPE teacher bonuses.

C. Government Sector Impact:

The proposed Senate General Appropriations Bill, SPB 2500, contains funding for the provisions of this bill which require an appropriation. SPB 2500 appropriates $614,755 to the Department of Children and Families for the additional licensing and inspection requirements related to the School Readiness program. Also, $2 million is appropriated for the Distinguished Florida College System Program in SPB 2500.

SPB 2500 also appropriates $12,208,418 in the FEFP for the federally connected student supplement. The other changes to the FEFP have no impact on state funds. However, individual school districts may experience an increase or decrease in their ESE Guaranteed Allocation based on the results of the October FTE survey.

VI. Technical Deficiencies:
None.

VII. Related Issues:
None.

VIII. Statutes Affected:


The bill creates section 1011.67 of the Florida Statutes.
IX. Additional Information:

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

Recommended CS by Appropriations Subcommittee on Education on January 28, 2016:
The committee substitute:
• Revises provisions relating to health and safety standards and eligibility for the School Readiness program to align to federal requirements in the 2014 reauthorization of the Child Care and Development Block Grant;
• Authorizes and codifies changes to the Florida Education Finance Program (FEFP) funding formula, including:
  o Codifying the federally connected student supplement,
  o Amending CAPE teacher bonus awards and removing the bonus limit,
  o Authorizes performance funding for a CAPE industry certification earned through a dual enrollment course, which is not a fundable certification on the Postsecondary Industry Certification Funding List or is earned as a result of an agreement with a nonpublic postsecondary institution.
• Makes the Adults with Disabilities Workforce Education Pilot Program, established in s. 1004.935, F.S., a permanent program by removing its pilot status and sunset date; and
• Establishes the Distinguished Florida College System Program to recognize Florida’s highest-performing colleges.
• Adds to the powers of a district school board, the authority to visit schools, give suggestions for improvement, and advise citizens to promote interest in education.

B. Amendments:
None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
Appropriations Subcommittee on Education (Gaetz) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Section 1001.67, Florida Statutes, is created to read:

1001.67 Distinguished Florida College System Program.—A collaborative partnership is established between the State Board of Education and the Legislature to recognize the excellence of Florida’s highest-performing Florida College system
institutions.

(1) EXCELLENCE STANDARDS.—The following excellence standards are established for the program:

(a) A 150 percent-of-normal-time completion rate of 50 percent or higher, as calculated by the Division of Florida Colleges.

(b) A 150 percent-of-normal-time completion rate for Pell Grant recipients of 40 percent or higher, as calculated by the Division of Florida Colleges.

(c) A retention rate of 70 percent or higher, as calculated by the Division of Florida Colleges.

(d) A continuing education, or transfer, rate of 72 percent or higher for students graduating with an associate of arts degree, as reported by the Florida Education and Training Placement Information Program (FETPIP).

(e) A licensure passage rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) of 90 percent or higher for first-time exam takers, as reported by the Board of Nursing.

(f) A job placement or continuing education rate of 88 percent or higher for workforce programs, as reported by FETPIP.

(g) A time-to-degree for students graduating with an associate of arts degree of 2.25 years or less for first-time-in-college students with accelerated college credits, as reported by the Southern Regional Education Board.

(2) DISTINGUISHED COLLEGE DESIGNATION.—The State Board of Education shall designate each Florida College System institution that meets five of the seven standards identified in subsection (1) as a distinguished college.
(3) DISTINGUISHED COLLEGE SUPPORT.—A Florida College System institution designated as a distinguished college by the State Board of Education is eligible for funding as specified in the General Appropriations Act.

Section 2. Effective June 29, 2016, section 1004.935, Florida Statutes, is amended to read:

1004.935 Adults with Disabilities Workforce Education Pilot Program.—

(1) The Adults with Disabilities Workforce Education Pilot Program is established in the Department of Education through June 30, 2016, in Hardee, DeSoto, Manatee, and Sarasota Counties to provide the option of receiving a scholarship for instruction at private schools for up to 30 students who:

(a) Have a disability;
(b) Are 22 years of age;
(c) Are receiving instruction from an instructor in a private school to meet the high school graduation requirements in s. 1002.3105(5) or s. 1003.4282;
(d) Do not have a standard high school diploma or a special high school diploma; and
(e) Receive “supported employment services,” which means employment that is located or provided in an integrated work setting with earnings paid on a commensurate wage basis and for which continued support is needed for job maintenance.

As used in this section, the term “student with a disability” includes a student who is documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment,
including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

(2) A student participating in the pilot program may continue to participate in the program until the student graduates from high school or reaches the age of 40 years, whichever occurs first.

(3) Supported employment services may be provided at more than one site.

(4) The provider of supported employment services must be a nonprofit corporation under s. 501(c)(3) of the Internal Revenue Code which serves Hardee County, DeSoto County, Manatee County, or Sarasota County and must contract with a private school in this state which meets the requirements in subsection (5).

(5) A private school that participates in the pilot program may be sectarian or nonsectarian and must:

(a) Be academically accountable for meeting the educational needs of the student by annually providing to the provider of supported employment services a written explanation of the student’s progress.

(b) Comply with the antidiscrimination provisions of 42 U.S.C. s. 2000d.

(c) Meet state and local health and safety laws and codes.

(d) Provide to the provider of supported employment services all documentation required for a student’s participation, including the private school’s and student’s fee.
schedules, at least 30 days before any quarterly scholarship payment is made for the student. A student is not eligible to receive a quarterly scholarship payment if the private school fails to meet this deadline.

The inability of a private school to meet the requirements of this subsection constitutes a basis for the ineligibility of the private school to participate in the pilot program.

(6)(a) If the student chooses to participate in the pilot program and is accepted by the provider of supported employment services, the student must notify the Department of Education of his or her acceptance into the program 60 days before the first scholarship payment and before participating in the pilot program in order to be eligible for the scholarship.

(b) Upon receipt of a scholarship warrant, the student or parent to whom the warrant is made must restrictively endorse the warrant to the provider of supported employment services for deposit into the account of the provider. The student or parent may not designate any entity or individual associated with the participating provider of supported employment services as the student’s or parent’s attorney in fact to endorse a scholarship warrant. A participant who fails to comply with this paragraph forfeits the scholarship.

(7) Funds for the scholarship shall be provided from the appropriation from the school district’s Workforce Development Fund in the General Appropriations Act for students who reside in the Hardee County School District, the DeSoto County School District, the Manatee County School District, or the Sarasota County School District. The
scholarship amount granted for an eligible student with a
disability shall be equal to the cost per unit of a full-time
equivalent adult general education student, multiplied by the
adult general education funding factor, and multiplied by the
district cost differential pursuant to the formula required by
s. 1011.80(6)(a) for the district in which the student resides.

(8) Upon notification by the Department of Education that
it has received the required documentation, the Chief Financial
Officer shall make scholarship payments in four equal amounts no
later than September 1, November 1, February 1, and April 1 of
each academic year in which the scholarship is in force. The
initial payment shall be made after the Department of Education
verifies that the student was accepted into the pilot program,
and subsequent payments shall be made upon verification of
continued participation in the pilot program. Payment must be by
individual warrant made payable to the student or parent and
mailed by the Department of Education to the provider of
supported employment services, and the student or parent shall
restrictively endorse the warrant to the provider of supported
employment services for deposit into the account of that
provider.

(9) Subsequent to each scholarship payment, the Department
of Education shall request from the Department of Financial
Services a sample of endorsed warrants to review and confirm
compliance with endorsement requirements.

Section 3. Effective July 1, 2016, and upon the expiration
of the amendment to section 1011.62, Florida Statutes, made by
chapter 2015-222, Laws of Florida, paragraphs (e) and (o) of
subsection (1), paragraph (a) of subsection (4), and present
subsection (13) of that section are amended, present subsections (13), (14), and (15) of that section are redesignated as subsections (14), (15), and (16), respectively, and a new subsection (13) is added to that section, to read:

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

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

(e) Funding model for exceptional student education programs.—

1.a. The funding model uses basic, at-risk, support levels IV and V for exceptional students and career Florida Education Finance Program cost factors, and a guaranteed allocation for exceptional student education programs. Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive. The nature and intensity of the services indicated on the matrix shall be consistent with the services described in each exceptional student’s individual educational plan. The Department of Education shall review and revise the descriptions of the services and supports included in the matrix of services for exceptional students and shall implement those revisions before the beginning of the 2012-2013 school year.
b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student’s initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the matrix shall be construed as limiting the services a school district must provide in order to ensure that exceptional students are provided a free, appropriate public education.

c. Students identified as exceptional, in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in sub-subparagraph b. shall generate funds on the basis of full-time-equivalent student membership in the Florida Education Finance Program at the same funding level per student as provided for basic students. Additional funds for these exceptional students will be provided through the guaranteed allocation designated in subparagraph 2.

2. For students identified as exceptional who do not have a matrix of services and students who are gifted in grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with s. 1001.42(4)(l) and rules of the State Board of Education, which shall be allocated initially annually to each school district in the amount provided in the General Appropriations Act. These funds shall be supplemental in addition to the funds appropriated for the basic funding level on the basis of FTE student membership in the Florida Education Finance Program, and the amount allocated for each school district shall not be recalculated once during the year, based on actual student membership from the October FTE survey. Upon
recalculation, if the generated allocation is greater than the amount provided in the General Appropriations Act, the total shall be prorated to the level of the appropriation based on each district’s share of the total recalculated amount. These funds shall be used to provide special education and related services for exceptional students and students who are gifted in grades K through 8. Beginning with the 2007-2008 fiscal year, a district’s expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12.

(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 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 for courses that were not provided through dual enrollment. 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
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 in the amount 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 in the amount 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, 0.3, 0.5, and 1.0.

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 under this paragraph may not exceed $2,000 in any given school year and is in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

(4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The
Legislature shall prescribe the aggregate required local effort for all school districts collectively as an item in the General Appropriations Act for each fiscal year. The amount that each district shall provide annually toward the cost of the Florida Education Finance Program for kindergarten through grade 12 programs shall be calculated as follows:

(a) *Estimated taxable value calculations.*—

1.a. Not later than 2 working days before prior to July 19, the Department of Revenue shall certify to the Commissioner of Education its most recent estimate of the taxable value for school purposes in each school district and the total for all school districts in the state for the current calendar year based on the latest available data obtained from the local property appraisers. The value certified shall be the taxable value for school purposes for that year, and no further adjustments shall be made, except those made pursuant to paragraphs (c) and (d), or an assessment roll change required by final judicial decisions as specified in paragraph (15)(b) (14)(b). Not later than July 19, the Commissioner of Education shall compute a millage rate, rounded to the next highest one one-thousandth of a mill, which, when applied to 96 percent of the estimated state total taxable value for school purposes, would generate the prescribed aggregate required local effort for that year for all districts. The Commissioner of Education shall certify to each district school board the millage rate, computed as prescribed in this subparagraph, as the minimum millage rate necessary to provide the district required local effort for that year.

b. The General Appropriations Act shall direct the
computation of the statewide adjusted aggregate amount for required local effort for all school districts collectively from ad valorem taxes to ensure that no school district’s revenue from required local effort millage will produce more than 90 percent of the district’s total Florida Education Finance Program calculation as calculated and adopted by the Legislature, and the adjustment of the required local effort millage rate of each district that produces more than 90 percent of its total Florida Education Finance Program entitlement to a level that will produce only 90 percent of its total Florida Education Finance Program entitlement in the July calculation.

2. On the same date as the certification in sub-subparagraph 1.a., the Department of Revenue shall certify to the Commissioner of Education for each district:

a. Each year for which the property appraiser has certified the taxable value pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a.

b. For each year identified in sub-subparagraph a., the taxable value certified by the appraiser pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a. This is the certification that reflects all final administrative actions of the value adjustment board.

(13) FEDERALLY CONNECTED STUDENT SUPPLEMENT.—The federally connected student supplement is created to provide supplemental funding for school districts to support the education of students connected with federally owned military installations, National Aeronautics and Space Administration (NASA) real
property, and Indian lands. To be eligible for this supplement, the district must be eligible for federal Impact Aid Program funds under s. 8003 of Title VIII of the Elementary and Secondary Education Act of 1965. The supplement shall be allocated annually to each eligible school district in the amount provided in the General Appropriations Act. The supplement shall be the sum of the student allocation and an exempt property allocation.

(a) The student allocation shall be calculated based on the number of students reported for federal Impact Aid Program funds, including students with disabilities, who meet one of the following criteria:

1. The student has a parent who is on active duty in the uniformed services or is an accredited foreign government official and military officer. Students with disabilities shall also be reported separately for this category.

2. The student resides on eligible federally owned Indian land. Students with disabilities shall also be reported separately for this category.

3. The student resides with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. The number of these students shall be multiplied by a factor of 0.5.

(b) The total number of federally connected students calculated under paragraph (a) shall be multiplied by a percentage of the base student allocation as provided in the General Appropriations Act. The total of the number of students with disabilities as reported separately under subparagraphs (a)1. and (a)2. shall be multiplied by an additional percentage
of the base student allocation as provided in the General Appropriations Act. The base amount and the amount for students with disabilities shall be summed to provide the student allocation.

(c) The exempt property allocation shall be equal to the tax-exempt value of federal impact aid lands reserved as military installations, real property owned by NASA, or eligible federally owned Indian lands located in the district, as of January 1 of the previous year, multiplied by the millage authorized and levied under s. 1011.71(2).

(14) QUALITY ASSURANCE GUARANTEE.—The Legislature may annually in the General Appropriations Act determine a percentage increase in funds per K-12 unweighted FTE as a minimum guarantee to each school district. The guarantee shall be calculated from prior year base funding per unweighted FTE student which shall include the adjusted FTE dollars as provided in subsection (15), quality guarantee funds, and actual nonvoted discretionary local effort from taxes. From the base funding per unweighted FTE, the increase shall be calculated for the current year. The current year funds from which the guarantee shall be determined shall include the adjusted FTE dollars as provided in subsection (15), and potential nonvoted discretionary local effort from taxes. A comparison of current year funds per unweighted FTE to prior year funds per unweighted FTE shall be computed. For those school districts which have less than the legislatively assigned percentage increase, funds shall be provided to guarantee the assigned percentage increase in funds per unweighted FTE student. Should appropriated funds be less than the sum of this calculated
amount for all districts, the commissioner shall prorate each
district’s allocation. This provision shall be implemented to
the extent specifically funded.

Section 4. Effective July 1, 2016, and upon the expiration
of the amendment to section 1011.71, Florida Statutes, made by
chapter 2015-222, Laws of Florida, subsection (1) of that
section is amended to read:

1011.71 District school tax.—

(1) If the district school tax is not provided in the
General Appropriations Act or the substantive bill implementing
the General Appropriations Act, each district school board
desiring to participate in the state allocation of funds for
current operation as prescribed by s. 1011.62(15) or 1011.62(14)
shall levy on the taxable value for school purposes of the
district, exclusive of millage voted under the provisions of s.
9(b) or s. 12, Art. VII of the State Constitution, a millage
rate not to exceed the amount certified by the commissioner as
the minimum millage rate necessary to provide the district
required local effort for the current year, pursuant to s.
1011.62(4)(a)1. In addition to the required local effort millage
levy, each district school board may levy a nonvoted current
operating discretionary millage. The Legislature shall prescribe
annually in the appropriations act the maximum amount of millage
a district may levy.

Section 5. Except as otherwise expressly provided in this
act, this act shall take effect July 1, 2016.

------------- T I T L E A M E N D M E N T -------------
And the title is amended as follows:
Delete everything before the enacting clause and insert:

A bill to be entitled
An act relating to education; creating s. 1001.67, F.S.; establishing a collaboration between the state board and the Legislature to designate certain Florida College System institutions as distinguished colleges; specifying standards for the designation; requiring the state board to award the designation to certain Florida College System institutions; providing that the designated institutions are eligible for funding as specified in the General Appropriations Act; amending s. 1004.935, F.S.; deleting the scheduled termination of the Adults with Disabilities Workforce Education Pilot Program; changing the name of the program to the "Adults with Disabilities Workforce Education Program"; amending s. 1011.62, F.S.; revising the calculation for certain supplemental funds for exceptional student education programs; requiring the funds to be prorated under certain circumstances; revising the funding of full-time equivalent values for students who earn CAPE industry certifications through dual enrollment; deleting a provision prohibiting a teacher’s bonus from exceeding a specified amount; creating a federally connected student supplement for school districts; specifying eligibility requirements and calculations for allocations of the supplement; amending s. 1011.71, F.S.; conforming a cross-reference; providing
effective dates.
Appropriations Subcommittee on Education (Gaetz) recommended the following:

Senate Substitute for Amendment (515338) (with title amendment)

Delete everything after the enacting clause and insert:
Section 1. Subsection (6) of section 39.201, Florida Statutes, is amended to read:
39.201 Mandatory reports of child abuse, abandonment, or neglect; mandatory reports of death; central abuse hotline.—
(6) Information in the central abuse hotline may not be
used for employment screening, except as provided in s. 39.202(2)(a) and (h) or s. 402.302(15). Information in the central abuse hotline and the department’s automated abuse information system may be used by the department, its authorized agents or contract providers, the Department of Health, or county agencies as part of the licensure or registration process pursuant to ss. 402.301-402.319 and ss. 409.175-409.176.

Section 2. Paragraph (a) of subsection (2) of section 39.202, Florida Statutes, is amended to read:

39.202 Confidentiality of reports and records in cases of child abuse or neglect.—

(2) Except as provided in subsection (4), access to such records, excluding the name of the reporter which shall be released only as provided in subsection (5), shall be granted only to the following persons, officials, and agencies:

(a) Employees, authorized agents, or contract providers of the department, the Department of Health, the Agency for Persons with Disabilities, the Office of Early Learning, or county agencies responsible for carrying out:

1. Child or adult protective investigations;
2. Ongoing child or adult protective services;
3. Early intervention and prevention services;
4. Healthy Start services;
5. Licensure or approval of adoptive homes, foster homes, family day care homes, facilities licensed under chapter 393, or informal child care providers who receive school readiness funding under part VI of chapter 1002, or other homes used to provide for the care and welfare of children; or
6. Services for victims of domestic violence when provided by certified domestic violence centers working at the department’s request as case consultants or with shared clients.

Also, employees or agents of the Department of Juvenile Justice responsible for the provision of services to children, pursuant to chapters 984 and 985.

Section 3. Subsection (15) of section 402.302, Florida Statutes, is amended to read:

402.302 Definitions.—As used in this chapter, the term:

(15) “Screening” means the act of assessing the background of child care personnel, in accordance with state and federal law, and volunteers and includes, but is not limited to:

(a) Employment history checks, including documented attempts to contact each employer that employed the applicant within the preceding 5 years and documentation of the findings.

(b) A search of the criminal history records, sexual predator and sexual offender registry, and child abuse and neglect registry of any state in which the applicant resided during the preceding 5 years.

An applicant must submit a full set of fingerprints to the department or to a vendor, an entity, or an agency authorized by s. 943.053(13). The department, vendor, entity, or agency shall forward the fingerprints to local criminal records checks through local law enforcement agencies, fingerprinting for all purposes and checks in this subsection, statewide criminal records checks through the Department of Law Enforcement for state processing, and the Department of Law Enforcement shall...
forward the fingerprints to, and federal criminal records checks through the Federal Bureau of Investigation for national processing.

Section 4. Section 402.3057, Florida Statutes, is amended to read:

402.3057 Individuals Persons not required to be refingerprinted or rescreened.—Individuals Any provision of law to the contrary notwithstanding, human resource personnel who have been fingerprinted or screened pursuant to chapters 393, 394, 397, 402, and 409, and teachers and noninstructional personnel who have been fingerprinted pursuant to chapter 1012, who have not been unemployed for more than 90 days thereafter, and who under the penalty of perjury attest to the completion of such fingerprinting or screening and to compliance with the provisions of this section and the standards for good moral character as contained in such provisions as ss. 110.1127(2)(c), 393.0655(1), 394.457(6), 397.451, 402.305(2), and 409.175(6), are shall not be required to be refingerprinted or rescreened in order to comply with any caretaker screening or fingerprinting requirements of this chapter.

Section 5. Subsection (3) of section 402.306, Florida Statutes, is amended to read:

402.306 Designation of licensing agency; dissemination by the department and local licensing agency of information on child care.—

(3) The department and local licensing agencies, or the designees thereof, shall be responsible for coordination and dissemination of information on child care to the community and shall make available through electronic means upon request all
licensing standards and procedures, health and safety standards for school readiness providers, monitoring and inspection reports, and in addition to the names and addresses of licensed child care facilities, school readiness program providers, and, where applicable pursuant to s. 402.313, licensed or registered family day care homes. This information must also include the number of deaths, serious injuries, and instances of substantiated child abuse which have occurred in child care settings each year; research and best practices in child development; and resources regarding social-emotional development, parent and family engagement, healthy eating, and physical activity.

Section 6. Section 402.311, Florida Statutes, is amended to read:

402.311 Inspection.—
(1) A licensed child care facility shall accord to the department or the local licensing agency, whichever is applicable, the privilege of inspection, including access to facilities and personnel and to those records required in s. 402.305, at reasonable times during regular business hours, to ensure compliance with the provisions of ss. 402.301-402.319. The right of entry and inspection shall also extend to any premises which the department or local licensing agency has reason to believe are being operated or maintained as a child care facility without a license, but no such entry or inspection of any premises shall be made without the permission of the person in charge thereof unless a warrant is first obtained from the circuit court authorizing such entry or inspection same. Any application for a license or renewal made pursuant to this act...
or the advertisement to the public for the provision of child care as defined in s. 402.302 shall constitute permission for any entry or inspection of the premises for which the license is sought in order to facilitate verification of the information submitted on or in connection with the application. In the event a licensed facility refuses permission for entry or inspection to the department or local licensing agency, a warrant shall be obtained from the circuit court authorizing entry or inspection before same prior to such entry or inspection. The department or local licensing agency may institute disciplinary proceedings pursuant to s. 402.310 for such refusal.

(2) A school readiness program provider shall accord to the department or the local licensing agency, whichever is applicable, the privilege of inspection, including access to facilities, personnel, and records, to verify compliance with s. 1002.88. Entry, inspection, and issuance of an inspection report by the department or the local licensing agency to verify compliance with s. 1002.88 is an exercise of a discretionary power to enforce compliance with the laws duly enacted by a governmental body.

(3) The department’s issuance, transmittal, or publication of an inspection report resulting from an inspection under this section does not constitute agency action subject to chapter 120.

Section 7. Subsection (3) is added to section 402.319, Florida Statutes, to read:

402.319 Penalties.—

(3) Each child care facility, family day care home, and large family day care home shall annually submit an affidavit of
Section 8. Section 409.1757, Florida Statutes, is amended to read:

409.1757 Individuals __Persons__ not required to be refingerprinted or rescreened. Individuals __Any law to the contrary notwithstanding, human resource personnel who have been fingerprinted or screened pursuant to chapters 393, 394, 397, 402, and this chapter, teachers who have been fingerprinted pursuant to chapter 1012, and law enforcement officers who meet the requirements of s. 943.13, who have not been unemployed for more than 90 days thereafter, and who under the penalty of perjury attest to the completion of such fingerprinting or screening and to compliance with this section and the standards for good moral character as contained in such provisions as ss. 110.1127(2)(c), 393.0655(1), 394.457(6), 397.451, 402.305(2), 409.175(6), and 943.13(7), are not required to be refingerprinted or rescreened in order to comply with any caretaker screening or fingerprinting requirements of this chapter.

Section 9. Paragraph (c) is added to subsection (4) of section 435.07, Florida Statutes, to read:

435.07 Exemptions from disqualification.—Unless otherwise provided by law, the provisions of this section apply to exemptions from disqualification for disqualifying offenses revealed pursuant to background screenings required under this chapter, regardless of whether those disqualifying offenses are listed in this chapter or other laws.

(4)

(c) A person is ineligible for employment with a provider...
that receives school readiness funding under part VI of chapter 1002 if the person has been convicted of:

1. A felony offense prohibited under any of the following statutes:
   a. Chapter 741, relating to domestic violence.
   b. Section 782.04, relating to murder.
   c. Section 782.07, relating to manslaughter, aggravated manslaughter of an elderly person or a disabled adult, aggravated manslaughter of a child, or aggravated manslaughter of an officer, a firefighter, an emergency medical technician, or a paramedic.
   d. Section 784.021, relating to aggravated assault.
   e. Section 784.045, relating to aggravated battery.
   f. Section 787.01, relating to kidnapping.
   g. Section 787.025, relating to luring or enticing a child.
   h. Section 787.04(2), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent, pending custody proceedings.
   i. Section 787.04(3), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent, pending dependency proceedings or proceedings concerning alleged abuse or neglect of a minor.
   j. Section 794.011, relating to sexual battery.
   k. Former s. 794.041, relating to sexual activity with or solicitation of a child by a person in familial or custodial authority.
   l. Section 794.05, relating to unlawful sexual activity
with certain minors.

m. Section 794.08, relating to female genital mutilation.

n. Section 806.01, relating to arson.

o. Section 826.04, relating to incest.

p. Section 827.03, relating to child abuse, aggravated child abuse, or neglect of a child.

q. Section 827.04, relating to contributing to the delinquency or dependency of a child.

r. Section 827.071, relating to sexual performance by a child.

s. Section 985.701, relating to sexual misconduct in juvenile justice programs.

2. A misdemeanor offense prohibited under any of the following statutes:

a. Section 784.03, relating to battery, if the victim of the offense was a minor.

b. Section 787.025, relating to luring or enticing a child.

3. A criminal act committed in another state or under federal law which, if committed in this state, would constitute an offense prohibited under any statute listed in subparagraph 1. or subparagraph 2.

Section 10. Present subsection (27) of section 1001.42, Florida Statutes, is redesignated as subsection (28), and a new subsection (27) is added to that section, 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:

(27) VISITATION OF SCHOOLS.—Visit the schools, observe the management and instruction, give suggestions for improvement,
and advise citizens with the view of promoting interest in
education and improving the school.

Section 11. Section 1001.67, Florida Statutes, is created
to read:

1001.67 Distinguished Florida College System Program.—A
collaborative partnership is established between the State Board
of Education and the Legislature to recognize the excellence of
Florida’s highest-performing Florida College system
institutions.

(1) EXCELLENCE STANDARDS.—The following excellence
standards are established for the program:

(a) A 150 percent-of-normal-time completion rate of 50
percent or higher, as calculated by the Division of Florida
Colleges.

(b) A 150 percent-of-normal-time completion rate for Pell
Grant recipients of 40 percent or higher, as calculated by the
Division of Florida Colleges.

(c) A retention rate of 70 percent or higher, as calculated
by the Division of Florida Colleges.

(d) A continuing education, or transfer, rate of 72 percent
or higher for students graduating with an associate of arts
degree, as reported by the Florida Education and Training
Placement Information Program (FETPIP).

(e) A licensure passage rate on the National Council
Licensure Examination for Registered Nurses (NCLEX-RN) of 90
percent or higher for first-time exam takers, as reported by the
Board of Nursing.

(f) A job placement or continuing education rate of 88
percent or higher for workforce programs, as reported by FETPIP.
(g) A time-to-degree for students graduating with an associate of arts degree of 2.25 years or less for first-time-in-college students with accelerated college credits, as reported by the Southern Regional Education Board.

(2) DISTINGUISHED COLLEGE DESIGNATION.—The State Board of Education shall designate each Florida College System institution that meets five of the seven standards identified in subsection (1) as a distinguished college.

(3) DISTINGUISHED COLLEGE SUPPORT.—A Florida College System institution designated as a distinguished college by the State Board of Education is eligible for funding as specified in the General Appropriations Act.

Section 12. Paragraph (i) of subsection (2) of section 1002.82, Florida Statutes, is amended, and paragraphs (s) through (x) are added to that subsection, to read:

1002.82 Office of Early Learning; powers and duties.—

(2) The office shall:

(i) Enter into a memorandum of understanding with local licensing agencies and Develop, in coordination with the Child Care Services Program Office of the Department of Children and Families for inspections of school readiness program providers to monitor and verify compliance with s. 1002.88 and the health and safety checklist adopted by the office. The provider contract of a school readiness program provider that refuses permission for entry or inspection shall be terminated. The provider and adopt a health and safety checklist may to be completed by license-exempt providers that does not exceed the requirements of s. 402.305 and the Child Care and Development Fund pursuant to 45 C.F.R. part 98. 
(s) Develop and implement strategies to increase the supply
and improve the quality of child care services for infants and
toddlers, children with disabilities, children who receive care
during nontraditional hours, children in underserved areas, and
children in areas that have significant concentrations of
poverty and unemployment.

(t) Establish preservice and inservice training
requirements that address, at a minimum, school readiness child
development standards, health and safety requirements, and
social-emotional behavior intervention models, which may include
positive behavior intervention and support models.

(u) Establish standards for emergency preparedness plans
for school readiness program providers.

(v) Establish group sizes.

(w) Establish staff-to-children ratios that do not exceed
the requirements of s. 402.302(8) or (11) or s. 402.305(4), as
applicable, for school readiness program providers.

(x) Establish eligibility criteria, including limitations
based on income and family assets, in accordance with s. 1002.87
and federal law.

Section 13. Subsections (7) and (8) of section 1002.84,
Florida Statutes, are amended to read:

1002.84 Early learning coalitions; school readiness powers
and duties.—Each early learning coalition shall:

(7) Determine child eligibility pursuant to s. 1002.87 and
provider eligibility pursuant to s. 1002.88. At a minimum, Child
eligibility must be redetermined annually. Redetermination must
also be conducted twice per year for an additional 50 percent of
a coalition’s enrollment through a statistically valid random
sampling. A coalition must document the reason why a child is no longer eligible for the school readiness program according to the standard codes prescribed by the office.

(8) Establish a parent sliding fee scale that provides for \textit{requires a parent copayment that is not a barrier to families receiving to participate in the school readiness program services.} Providers are required to collect the parent’s copayment. A coalition may, on a case-by-case basis, waive the copayment for an at-risk child or temporarily waive the copayment for a child whose family’s income is at or below the federal poverty level and whose family experiences a natural disaster or an event that limits the parent’s ability to pay, such as incarceration, placement in residential treatment, or becoming homeless, or an emergency situation such as a household fire or burglary, or while the parent is participating in parenting classes. A parent may not transfer school readiness program services to another school readiness program provider until the parent has submitted documentation from the current school readiness program provider to the early learning coalition stating that the parent has satisfactorily fulfilled the copayment obligation.

Section 14. Subsections (1), (4), (5), and (6) of section 1002.87, Florida Statutes, are amended to read:

1002.87 School readiness program; eligibility and enrollment.—

(1) Effective August 1, 2013, or upon reevaluation of eligibility for children currently served, whichever is later, Each early learning coalition shall give priority for participation in the school readiness program as follows:
(a) Priority shall be given first to a child younger than 13 years of age from a family that includes a parent who is receiving temporary cash assistance under chapter 414 and subject to the federal work requirements.

(b) Priority shall be given next to an at-risk child younger than 9 years of age.

(c) Priority shall be given next to a child from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2. who is from a working family that is economically disadvantaged, and may include such child’s eligible siblings, beginning with the school year in which the sibling is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2. until the beginning of the school year in which the sibling is eligible to begin 6th grade, provided that the first priority for funding an eligible sibling is local revenues available to the coalition for funding direct services. However, a child eligible under this paragraph ceases to be eligible if his or her family income exceeds 200 percent of the federal poverty level.

(d) Priority shall be given next to a child of a parent who transitions from the work program into employment as described in s. 445.032 from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.

(e) Priority shall be given next to an at-risk child who is at least 9 years of age but younger than 13 years of age. An at-risk child whose sibling is enrolled in the school readiness program within an eligibility priority category listed in
paragraphs (a)-(c) shall be given priority over other children who are eligible under this paragraph.

(f) Priority shall be given next to a child who is younger than 13 years of age from a working family that is economically disadvantaged. A child who is eligible under this paragraph whose sibling is enrolled in the school readiness program under paragraph (c) shall be given priority over other children who are eligible under this paragraph. However, a child eligible under this paragraph ceases to be eligible if his or her family income exceeds 200 percent of the federal poverty level.

(g) Priority shall be given next to a child of a parent who transitions from the work program into employment as described in s. 445.032 who is younger than 13 years of age.

(h) Priority shall be given next to a child who has special needs, has been determined eligible as a student with a disability, has a current individual education plan with a Florida school district, and is not younger than 3 years of age. A special needs child eligible under this paragraph remains eligible until the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.

(i) Notwithstanding paragraphs (a)-(d), priority shall be given last to a child who otherwise meets one of the eligibility criteria in paragraphs (a)-(d) but who is also enrolled concurrently in the federal Head Start Program and the Voluntary Prekindergarten Education Program.

(4) The parent of a child enrolled in the school readiness program must notify the coalition or its designee within 10 days after any change in employment status, income, or family size or failure to maintain attendance at a job training or educational
417 program in accordance with program requirements. Upon
418 notification by the parent, the child’s eligibility must be
419 reevaluated.
420 (5) A child whose eligibility priority category requires
421 the child to be from a working family ceases to be eligible for
422 the school readiness program if a parent with whom the child
423 resides does not reestablish employment or resume attendance at
424 a job training or educational program within 90 days after
425 becoming unemployed or ceasing to attend a job training or
426 educational program.
427 (6) Eligibility for each child must be reevaluated
428 annually. Upon reevaluation, a child may not continue to receive
429 school readiness program services if he or she has ceased to be
430 eligible under this section. A child who is ineligible due to a
431 parent’s job loss or cessation of job training or education
432 shall continue to receive school readiness program services for
433 at least 3 months to enable the parent to obtain employment.

Section 15. Paragraphs (c), (d), and (e) of subsection (1)
438 of section 1002.88, Florida Statutes, are amended to read:
439 1002.88 School readiness program provider standards;
440 eligibility to deliver the school readiness program.—
441 (1) To be eligible to deliver the school readiness program,
442 a school readiness program provider must:
443 (c) Provide basic health and safety of its premises and
444 facilities and compliance with requirements for age-appropriate
445 immunizations of children enrolled in the school readiness
446 program.
447 1. For a provider that is licensed child care facility, a
448 large family child care home, or a licensed family day care
home, compliance with s. 402.305, s. 402.3131, or s. 402.313 and this subsection, as verified pursuant to s. 402.311, satisfies this requirement.

2. For a provider that is a registered family day care home or is not subject to licensure or registration by the Department of Children and Families, compliance with this subsection, as verified pursuant to s. 402.311, satisfies this requirement. Upon such verification, the provider for a public or nonpublic school, compliance with s. 402.3025 or s. 1003.22 satisfies this requirement. A faith-based child care provider, an informal child care provider, or a nonpublic school, exempt from licensure under s. 402.316 or s. 402.3025, shall annually post complete the health and safety checklist adopted by the office post the checklist prominently on its premises in plain sight for visitors and parents, and shall annually submit the checklist it annually to its local early learning coalition.

(d) Provide an appropriate group size and staff-to-children ratio, pursuant to s. 402.305(4) or s. 402.302(8) or (11), as applicable, and as verified pursuant to s. 402.311.

(e) Employ child care personnel, as defined in s. 402.302(3), who have satisfied the screening requirements of chapter 402 and fulfilled the training requirements of the office. Provide a healthy and safe environment pursuant to s. 402.305(5), (6), and (7), as applicable, and as verified pursuant to s. 402.311.

Section 16. Paragraph (b) of subsection (6) and subsection (7) of section 1002.89, Florida Statutes, are amended to read:

1002.89 School readiness program; funding.—
(6) Costs shall be kept to the minimum necessary for the
efficient and effective administration of the school readiness program with the highest priority of expenditure being direct services for eligible children. However, no more than 5 percent of the funds described in subsection (5) may be used for administrative costs and no more than 22 percent of the funds described in subsection (5) may be used in any fiscal year for any combination of administrative costs, quality activities, and nondirect services as follows:

(b) Activities to improve the quality of child care as described in 45 C.F.R. s. 98.51, which must [should] be limited to the following:

1. Developing, establishing, expanding, operating, and coordinating resource and referral programs specifically related to the provision of comprehensive consumer education to parents and the public to promote informed child care choices specified in 45 C.F.R. s. 98.33 regarding participation in the school readiness program and parental choice.

2. Awarding grants and providing financial support to school readiness program providers [and their staff] to assist them in meeting applicable state requirements for child care performance standards, implementing developmentally appropriate curricula and related classroom resources that support curricula, providing literacy supports, and providing continued professional development and training. Any grants awarded pursuant to this subparagraph shall comply with the requirements of ss. 215.971 and 287.058.

3. Providing training, [and technical assistance, and financial support to] for school readiness program providers and [their staff, and parents on standards, child screenings, child]
assessments, child development research and best practices, 
developmentally appropriate curricula, character development, 
teacher-child interactions, age-appropriate discipline 
practices, health and safety, nutrition, first aid, 
cardiopulmonary resuscitation, the recognition of communicable 
diseases, and child abuse detection, and prevention, and 
reporting.

4. Providing, from among the funds provided for the 
activities described in subparagraphs 1.-3., adequate funding 
for infants and toddlers as necessary to meet federal 
requirements related to expenditures for quality activities for 
infant and toddler care.

5. Improving the monitoring of compliance with, and 
enforcement of, applicable state and local requirements as 
described in and limited by 45 C.F.R. s. 98.40.

6. Responding to Warm-Line requests by providers and 
parents related to school readiness program children, including 
providing developmental and health screenings to school 
readiness program children.

(7) Funds appropriated for the school readiness program may 
not be expended for the purchase or improvement of land; for the 
purchase, construction, or permanent improvement of any building 
or facility; or for the purchase of buses. However, funds may be 
expended for minor remodeling and upgrading of child care 
facilities which is necessary for the administration of the 
program and to ensure that providers meet state and local child 
care standards, including applicable health and safety 
requirements.

Section 17. Effective June 29, 2016, section 1004.935,
Florida Statutes, is amended to read:

1004.935 Adults with Disabilities Workforce Education Pilot Program.—

(1) The Adults with Disabilities Workforce Education Pilot Program is established in the Department of Education through June 30, 2016, in Hardee, DeSoto, Manatee, and Sarasota Counties to provide the option of receiving a scholarship for instruction at private schools for up to 30 students who:

(a) Have a disability;

(b) Are 22 years of age;

(c) Are receiving instruction from an instructor in a private school to meet the high school graduation requirements in s. 1002.3105(5) or s. 1003.4282;

(d) Do not have a standard high school diploma or a special high school diploma; and

(e) Receive “supported employment services,” which means employment that is located or provided in an integrated work setting with earnings paid on a commensurate wage basis and for which continued support is needed for job maintenance.

As used in this section, the term “student with a disability” includes a student who is documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental disability; and other disabilities.
delay; or autism spectrum disorder.

(2) A student participating in the pilot program may continue to participate in the program until the student graduates from high school or reaches the age of 40 years, whichever occurs first.

(3) Supported employment services may be provided at more than one site.

(4) The provider of supported employment services must be a nonprofit corporation under s. 501(c)(3) of the Internal Revenue Code which serves Hardee County, DeSoto County, Manatee County, or Sarasota County and must contract with a private school in this state which meets the requirements in subsection (5).

(5) A private school that participates in the pilot program may be sectarian or nonsectarian and must:

(a) Be academically accountable for meeting the educational needs of the student by annually providing to the provider of supported employment services a written explanation of the student’s progress.

(b) Comply with the antidiscrimination provisions of 42 U.S.C. s. 2000d.

(c) Meet state and local health and safety laws and codes.

(d) Provide to the provider of supported employment services all documentation required for a student’s participation, including the private school’s and student’s fee schedules, at least 30 days before any quarterly scholarship payment is made for the student. A student is not eligible to receive a quarterly scholarship payment if the private school fails to meet this deadline.
The inability of a private school to meet the requirements of this subsection constitutes a basis for the ineligibility of the private school to participate in the pilot program.

(6)(a) If the student chooses to participate in the pilot program and is accepted by the provider of supported employment services, the student must notify the Department of Education of his or her acceptance into the program 60 days before the first scholarship payment and before participating in the pilot program in order to be eligible for the scholarship.

(b) Upon receipt of a scholarship warrant, the student or parent to whom the warrant is made must restrictively endorse the warrant to the provider of supported employment services for deposit into the account of the provider. The student or parent may not designate any entity or individual associated with the participating provider of supported employment services as the student’s or parent’s attorney in fact to endorse a scholarship warrant. A participant who fails to comply with this paragraph forfeits the scholarship.

(7) Funds for the scholarship shall be provided from the appropriation from the school district’s Workforce Development Fund in the General Appropriations Act for students who reside in the Hardee County School District, the DeSoto County School District, the Manatee County School District, or the Sarasota County School District. During the pilot program, The scholarship amount granted for an eligible student with a disability shall be equal to the cost per unit of a full-time equivalent adult general education student, multiplied by the adult general education funding factor, and multiplied by the district cost differential pursuant to the formula required by
s. 1011.80(6)(a) for the district in which the student resides.

(8) Upon notification by the Department of Education that it has received the required documentation, the Chief Financial Officer shall make scholarship payments in four equal amounts no later than September 1, November 1, February 1, and April 1 of each academic year in which the scholarship is in force. The initial payment shall be made after the Department of Education verifies that the student was accepted into the pilot program, and subsequent payments shall be made upon verification of continued participation in the pilot program. Payment must be by individual warrant made payable to the student or parent and mailed by the Department of Education to the provider of supported employment services, and the student or parent shall restrictively endorse the warrant to the provider of supported employment services for deposit into the account of that provider.

(9) Subsequent to each scholarship payment, the Department of Education shall request from the Department of Financial Services a sample of endorsed warrants to review and confirm compliance with endorsement requirements.

Section 18. Effective July 1, 2016, and upon the expiration of the amendment to section 1011.62, Florida Statutes, made by chapter 2015-222, Laws of Florida, paragraphs (e) and (o) of subsection (1), subsection (4), and present subsection (13) of that section are amended, present subsections (13), (14), and (15) of that section are redesignated as subsections (14), (15), and (16), respectively, and a new subsection (13) is added to that section, to read:

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

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

(e) Funding model for exceptional student education
programs.—

1.a. The funding model uses basic, at-risk, support levels
IV and V for exceptional students and career Florida Education
Finance Program cost factors, and a guaranteed allocation for
exceptional student education programs. Exceptional education
cost factors are determined by using a matrix of services to
document the services that each exceptional student will
receive. The nature and intensity of the services indicated on
the matrix shall be consistent with the services described in
each exceptional student’s individual educational plan. The
Department of Education shall review and revise the descriptions
of the services and supports included in the matrix of services
for exceptional students and shall implement those revisions
before the beginning of the 2012-2013 school year.

b. In order to generate funds using one of the two weighted
cost factors, a matrix of services must be completed at the time
of the student’s initial placement into an exceptional student
education program and at least once every 3 years by personnel
who have received approved training. Nothing listed in the
matrix shall be construed as limiting the services a school district must provide in order to ensure that exceptional students are provided a free, appropriate public education.

c. Students identified as exceptional, in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in sub-subparagraph b. shall generate funds on the basis of full-time-equivalent student membership in the Florida Education Finance Program at the same funding level per student as provided for basic students. Additional funds for these exceptional students will be provided through the guaranteed allocation designated in subparagraph 2.

2. For students identified as exceptional who do not have a matrix of services and students who are gifted in grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with s. 1001.42(4)(l) and rules of the State Board of Education, which shall be allocated initially annually to each school district in the amount provided in the General Appropriations Act. These funds shall be supplemental in addition to the funds appropriated for the basic funding level on the basis of FTE student membership in the Florida Education Finance Program, and the amount allocated for each school district shall not be recalculated once during the year, based on actual student membership from the October FTE survey. Upon recalculation, if the generated allocation is greater than the amount provided in the General Appropriations Act, the total shall be prorated to the level of the appropriation based on each district’s share of the total recalculated amount. These funds shall be used to provide special education and related
services for exceptional students and students who are gifted in grades K through 8. Beginning with the 2007-2008 fiscal year, a district’s expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12.

(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 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 for courses that were not provided through dual enrollment. 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 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 in the amount 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 in the amount 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, 0.3, 0.5, and 1.0.

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 under this paragraph may not exceed $2,000 in any given school year and is in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

(4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The Legislature shall prescribe the aggregate required local effort for all school districts collectively as an item in the General Appropriations Act for each fiscal year. After state fiscal year 2015-2016, and as determined and publicly reported by the Legislature when the General Appropriations Act is enacted, the
aggregate increase in local ad valorem tax funds provided through the Florida Education Finance Program may not be greater than 50 percent of any increase in the total of state and local funds provided or authorized pursuant to the Florida Education Finance Program in the forthcoming state fiscal year, as compared to actual local and state funds used in the prior state fiscal year. This subsection does not affect the authority of a district school board to levy the local discretionary millage authorized in s. 1011.71(1). The amount that each district shall provide annually toward the cost of the Florida Education Finance Program for kindergarten through grade 12 programs shall be calculated as follows:

(a) Estimated taxable value calculations.—

1.a. Not later than 2 working days before prior to July 19, the Department of Revenue shall certify to the Commissioner of Education its most recent estimate of the taxable value for school purposes in each school district and the total for all school districts in the state for the current calendar year based on the latest available data obtained from the local property appraisers. The value certified shall be the taxable value for school purposes for that year, and no further adjustments shall be made, except those made pursuant to paragraphs (c) and (d), or an assessment roll change required by final judicial decisions as specified in paragraph (15)(b)(14)(b). Not later than July 19, the Commissioner of Education shall compute a millage rate, rounded to the next highest one one-thousandth of a mill, which, when applied to 96 percent of the estimated state total taxable value for school purposes, would generate the prescribed aggregate required local effort
for that year for all districts. The Commissioner of Education shall certify to each district school board the millage rate, computed as prescribed in this subparagraph, as the minimum millage rate necessary to provide the district required local effort for that year.

b. The General Appropriations Act shall direct the computation of the statewide adjusted aggregate amount for required local effort for all school districts collectively from ad valorem taxes to ensure that no school district’s revenue from required local effort millage will produce more than 90 percent of the district’s total Florida Education Finance Program calculation as calculated and adopted by the Legislature, and the adjustment of the required local effort millage rate of each district that produces more than 90 percent of its total Florida Education Finance Program entitlement to a level that will produce only 90 percent of its total Florida Education Finance Program entitlement in the July calculation.

2. On the same date as the certification in sub-subparagraph 1.a., the Department of Revenue shall certify to the Commissioner of Education for each district:

a. Each year for which the property appraiser has certified the taxable value pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a.

b. For each year identified in sub-subparagraph a., the taxable value certified by the appraiser pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a. This is the certification that reflects all final administrative actions of the value.
adjustment board.
(b) Equalization of required local effort.—

1. The Department of Revenue shall include with its certifications provided pursuant to paragraph (a) its most recent determination of the assessment level of the prior year’s assessment roll for each county and for the state as a whole.

2. The Commissioner of Education shall adjust the required local effort millage of each district for the current year, computed pursuant to paragraph (a), as follows:
   a. The equalization factor for the prior year’s assessment roll of each district shall be multiplied by 96 percent of the taxable value for school purposes shown on that roll and by the prior year’s required local-effort millage, exclusive of any equalization adjustment made pursuant to this paragraph. The dollar amount so computed shall be the additional required local effort for equalization for the current year.
   b. Such equalization factor shall be computed as the quotient of the prior year’s assessment level of the state as a whole divided by the prior year’s assessment level of the county, from which quotient shall be subtracted 1.
   c. The dollar amount of additional required local effort for equalization for each district shall be converted to a millage rate, based on 96 percent of the current year’s taxable value for that district, and added to the required local effort millage determined pursuant to paragraph (a).

3. Notwithstanding the limitations imposed pursuant to s. 1011.71(1), the total required local-effort millage, including additional required local effort for equalization, shall be an amount not to exceed 10 minus the maximum millage allowed as
nonvoted discretionary millage, exclusive of millage authorized pursuant to s. 1011.71(2). Nothing herein shall be construed to allow a millage in excess of that authorized in s. 9, Art. VII of the State Constitution.

4. For the purposes of this chapter, the term “assessment level” means the value-weighted mean assessment ratio for the county or state as a whole, as determined pursuant to s. 195.096, or as subsequently adjusted. However, for those parcels studied pursuant to s. 195.096(3)(a)1. which are receiving the assessment limitation set forth in s. 193.155, and for which the assessed value is less than the just value, the department shall use the assessed value in the numerator and the denominator of such assessment ratio. In the event a court has adjudicated that the department failed to establish an accurate estimate of an assessment level of a county and recomputation resulting in an accurate estimate based upon the evidence before the court was not possible, that county shall be presumed to have an assessment level equal to that of the state as a whole.

5. If, in the prior year, taxes were levied against an interim assessment roll pursuant to s. 193.1145, the assessment level and prior year’s nonexempt assessed valuation used for the purposes of this paragraph shall be those of the interim assessment roll.

(c) Exclusion.—

1. In those instances in which:

a. There is litigation either attacking the authority of the property appraiser to include certain property on the tax assessment roll as taxable property or contesting the assessed value of certain property on the tax assessment roll, and
b. The assessed value of the property in contest involves more than 6 percent of the total nonexempt assessment roll, the plaintiff shall provide to the district school board of the county in which the property is located and to the Department of Education a certified copy of the petition and receipt for the good faith payment at the time they are filed with the court.

2. For purposes of computing the required local effort for each district affected by such petition, the Department of Education shall exclude from the district’s total nonexempt assessment roll the assessed value of the property in contest and shall add the amount of the good faith payment to the district’s required local effort.

(d) Recomputation.—Following final adjudication of any litigation on the basis of which an adjustment in taxable value was made pursuant to paragraph (c), the department shall recompute the required local effort for each district for each year affected by such adjustments, utilizing taxable values approved by the court, and shall adjust subsequent allocations to such districts accordingly.

(e) Prior period funding adjustment millage.—

1. There shall be an additional millage to be known as the Prior Period Funding Adjustment Millage levied by a school district if the prior period unrealized required local effort funds are greater than zero. The Commissioner of Education shall calculate the amount of the prior period unrealized required local effort funds as specified in subparagraph 2. and the millage required to generate that amount as specified in this subparagraph. The Prior Period Funding Adjustment Millage shall be the quotient of the prior period unrealized required local
effort funds divided by the current year taxable value certified
to the Commissioner of Education pursuant to sub-subparagraph
(a)1.a. This levy shall be in addition to the required local
effort millage certified pursuant to this subsection. Such
millage shall not affect the calculation of the current year’s
required local effort, and the funds generated by such levy
shall not be included in the district’s Florida Education
Finance Program allocation for that fiscal year. For purposes of
the millage to be included on the Notice of Proposed Taxes, the
Commissioner of Education shall adjust the required local effort
millage computed pursuant to paragraph (a) as adjusted by
paragraph (b) for the current year for any district that levies
a Prior Period Funding Adjustment Millage to include all Prior
Period Funding Adjustment Millage. For the purpose of this
paragraph, there shall be a Prior Period Funding Adjustment
Millage levied for each year certified by the Department of
Revenue pursuant to sub-subparagraph (a)2.a. since the previous
year certification and for which the calculation in sub-
subparagraph 2.b. is greater than zero.

2.a. As used in this subparagraph, the term:

(I) “Prior year” means a year certified under sub-
subparagraph (a)2.a.

(II) “Preliminary taxable value” means:

(A) If the prior year is the 2009-2010 fiscal year or
later, the taxable value certified to the Commissioner of
Education pursuant to sub-subparagraph (a)1.a.

(B) If the prior year is the 2008-2009 fiscal year or
earlier, the taxable value certified pursuant to the final
calculation as specified in former paragraph (b) as that
paragraph existed in the prior year.

   (III) “Final taxable value” means the district’s taxable
value as certified by the property appraiser pursuant to s.
193.122(2) or (3), if applicable. This is the certification that
reflects all final administrative actions of the value
adjustment board.

   b. For purposes of this subsection and with respect to each
year certified pursuant to sub-subparagraph (a)2.a., if the
district’s prior year preliminary taxable value is greater than
the district’s prior year final taxable value, the prior period
unrealized required local effort funds are the difference
between the district’s prior year preliminary taxable value and
the district’s prior year final taxable value, multiplied by the
prior year district required local effort millage. If the
district’s prior year preliminary taxable value is less than the
district’s prior year final taxable value, the prior period
unrealized required local effort funds are zero.

(13) FEDERALLY CONNECTED STUDENT SUPPLEMENT.—The federally
connected student supplement is created to provide supplemental
funding for school districts to support the education of
students connected with federally owned military installations,
National Aeronautics and Space Administration (NASA) real
property, and Indian lands. To be eligible for this supplement,
the district must be eligible for federal Impact Aid Program
funds under s. 8003 of Title VIII of the Elementary and
Secondary Education Act of 1965. The supplement shall be
allocated annually to each eligible school district in the
amount provided in the General Appropriations Act. The
supplement shall be the sum of the student allocation and an
exempt property allocation.

(a) The student allocation shall be calculated based on the number of students reported for federal Impact Aid Program funds, including students with disabilities, who meet one of the following criteria:

1. The student has a parent who is on active duty in the uniformed services or is an accredited foreign government official and military officer. Students with disabilities shall also be reported separately for this category.

2. The student resides on eligible federally owned Indian land. Students with disabilities shall also be reported separately for this category.

3. The student resides with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. The number of these students shall be multiplied by a factor of 0.5.

(b) The total number of federally connected students calculated under paragraph (a) shall be multiplied by a percentage of the base student allocation as provided in the General Appropriations Act. The total of the number of students with disabilities as reported separately under subparagraphs (a)1. and (a)2. shall be multiplied by an additional percentage of the base student allocation as provided in the General Appropriations Act. The base amount and the amount for students with disabilities shall be summed to provide the student allocation.

(c) The exempt property allocation shall be equal to the tax-exempt value of federal impact aid lands reserved as military installations, real property owned by NASA, or eligible
federally owned Indian lands located in the district, as of January 1 of the previous year, multiplied by the millage authorized and levied under s. 1011.71(2).

(14) QUALITY ASSURANCE GUARANTEE.—The Legislature may annually in the General Appropriations Act determine a percentage increase in funds per K-12 unweighted FTE as a minimum guarantee to each school district. The guarantee shall be calculated from prior year base funding per unweighted FTE student which shall include the adjusted FTE dollars as provided in subsection (15), quality guarantee funds, and actual nonvoted discretionary local effort from taxes. From the base funding per unweighted FTE, the increase shall be calculated for the current year. The current year funds from which the guarantee shall be determined shall include the adjusted FTE dollars as provided in subsection (15) and potential nonvoted discretionary local effort from taxes. A comparison of current year funds per unweighted FTE to prior year funds per unweighted FTE shall be computed. For those school districts which have less than the legislatively assigned percentage increase, funds shall be provided to guarantee the assigned percentage increase in funds per unweighted FTE student. Should appropriated funds be less than the sum of this calculated amount for all districts, the commissioner shall prorate each district’s allocation. This provision shall be implemented to the extent specifically funded.

Section 19. Effective July 1, 2016, and upon the expiration of the amendment to section 1011.71, Florida Statutes, made by chapter 2015-222, Laws of Florida, subsection (1) of that section is amended to read:
1011.71 District school tax.—
(1) If the district school tax is not provided in the General Appropriations Act or the substantive bill implementing the General Appropriations Act, each district school board desiring to participate in the state allocation of funds for current operation as prescribed by s. 1011.62(15) shall levy on the taxable value for school purposes of the district, exclusive of millage voted under the provisions of s. 9(b) or s. 12, Art. VII of the State Constitution, a millage rate not to exceed the amount certified by the commissioner as the minimum millage rate necessary to provide the district required local effort for the current year, pursuant to s. 1011.62(4)(a)1. In addition to the required local effort millage levy, each district school board may levy a nonvoted current operating discretionary millage. The Legislature shall prescribe annually in the appropriations act the maximum amount of millage a district may levy.

Section 20. Except as otherwise expressly provided in this act, this act shall take effect July 1, 2016.

And the title is amended as follows:
Delete everything before the enacting clause and insert:

A bill to be entitled An act relating to education; amending s. 39.201, F.S.; providing an exception from a prohibition against the use of information in the Department of Children and Families central abuse hotline for
employment screening of certain child care personnel; amending s. 39.202, F.S.; expanding the list of entities that have access to child abuse records for purposes of approving providers of school readiness services; amending s. 402.302, F.S.; revising the definition of the term “screening” for purposes of child care licensing requirements; amending s. 402.3057, F.S.; clarifying individuals who are exempt from certain refingerprinting or rescreening requirements; amending s. 402.306, F.S.; requiring the Department of Children and Families and local licensing agencies to electronically post certain information relating to child care and school readiness providers; amending s. 402.311, F.S.; requiring school readiness program providers to provide the Department of Children and Families or local licensing agencies with access to facilities, personnel, and records for inspection purposes; amending s. 402.319, F.S.; requiring certain child care providers to submit an affidavit of compliance with certain mandatory reporting requirements; amending s. 409.1757, F.S.; clarifying individuals who are exempt from certain refingerprinting or rescreening requirements; amending s. 435.07, F.S.; providing criteria for a person’s disqualification from employment with a school readiness program provider; amending s. 1001.42, F.S.; revising the duties of a district school board; creating s. 1001.67, F.S.; establishing a collaboration between
the state board and the Legislature to designate
certain Florida College System institutions as
distinguished colleges; specifying standards for the
designation; requiring the state board to award the
designation to certain Florida College System
institutions; providing that the designated
institutions are eligible for funding as specified in
the General Appropriations Act; amending s. 1002.82,
F.S.; revising the duties of the Office of Early
Learning of the Department of Education; requiring the
office to coordinate with the Department of Children
and Families and local licensing agencies for
inspections of school readiness program providers;
amending s. 1002.84, F.S.; revising provisions
relating to determination of child eligibility for
school readiness programs; revising requirements for
determining parent copayments for the programs;
amending s. 1002.87, F.S.; revising the prioritization
of participation in school readiness programs;
revising school readiness program eligibility
requirements for parents; amending s. 1002.88, F.S.;
revising requirements for school readiness program
providers; amending s. 1002.89, F.S.; providing for
additional uses of funds for school readiness
programs; amending s. 1004.935, F.S.; deleting the
scheduled termination of the Adults with Disabilities
Workforce Education Pilot Program; changing the name
of the program to the “Adults with Disabilities
Workforce Education Program”; amending s. 1011.62,
F.S.; revising the calculation for certain supplemental funds for exceptional student education programs; requiring the funds to be prorated under certain circumstances; revising the funding of full-time equivalent values for students who earn CAPE industry certifications through dual enrollment; deleting a provision prohibiting a teacher’s bonus from exceeding a specified amount; specifying a limit in the aggregate increase in certain funds provided through the Florida Education Finance Program after a specified time; creating a federally connected student supplement for school districts; specifying eligibility requirements and calculations for allocations of the supplement; amending s. 1011.71, F.S.; conforming a cross-reference; providing effective dates.
Appropriations Subcommittee on Education (Gaetz) recommended the following:

**Senate Substitute for Amendment (515338) (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Subsection (6) of section 39.201, Florida Statutes, is amended to read:

39.201 Mandatory reports of child abuse, abandonment, or neglect; mandatory reports of death; central abuse hotline.—

(6) Information in the central abuse hotline may not be
used for employment screening, except as provided in s. 39.202(2)(a) and (h) or s. 402.302(15). Information in the central abuse hotline and the department’s automated abuse information system may be used by the department, its authorized agents or contract providers, the Department of Health, or county agencies as part of the licensure or registration process pursuant to ss. 402.301-402.319 and ss. 409.175-409.176.

Section 2. Paragraph (a) of subsection (2) of section 39.202, Florida Statutes, is amended to read:

39.202 Confidentiality of reports and records in cases of child abuse or neglect.—

(2) Except as provided in subsection (4), access to such records, excluding the name of the reporter which shall be released only as provided in subsection (5), shall be granted only to the following persons, officials, and agencies:

(a) Employees, authorized agents, or contract providers of the department, the Department of Health, the Agency for Persons with Disabilities, the Office of Early Learning, or county agencies responsible for carrying out:

1. Child or adult protective investigations;
2. Ongoing child or adult protective services;
3. Early intervention and prevention services;
4. Healthy Start services;
5. Licensure or approval of adoptive homes, foster homes, child care facilities, facilities licensed under chapter 393, or family day care homes, or informal child care providers who receive school readiness funding under part VI of chapter 1002, or other homes used to provide for the care and welfare of children; or
6. Services for victims of domestic violence when provided by certified domestic violence centers working at the department’s request as case consultants or with shared clients.

Also, employees or agents of the Department of Juvenile Justice responsible for the provision of services to children, pursuant to chapters 984 and 985.

Section 3. Subsection (15) of section 402.302, Florida Statutes, is amended to read:

402.302 Definitions.—As used in this chapter, the term:

(15) “Screening” means the act of assessing the background of child care personnel, in accordance with state and federal law, and volunteers and includes, but is not limited to:

(a) Employment history checks, including documented attempts to contact each employer that employed the applicant within the preceding 5 years and documentation of the findings.

(b) A search of the criminal history records, sexual predator and sexual offender registry, and child abuse and neglect registry of any state in which the applicant resided during the preceding 5 years.

An applicant must submit a full set of fingerprints to the department or to a vendor, an entity, or an agency authorized by s. 943.053(13). The department, vendor, entity, or agency shall forward the fingerprints to local criminal records checks through local law enforcement agencies, fingerprinting for all purposes and checks in this subsection, statewide criminal records checks through the Department of Law Enforcement for state processing, and the Department of Law Enforcement shall
Section 4. Section 402.3057, Florida Statutes, is amended to read:

402.3057 Individuals Persons not required to be refingerprinted or rescreened.—Individuals Any provision of law to the contrary notwithstanding, human resource personnel who have been fingerprinted or screened pursuant to chapters 393, 394, 397, 402, and 409, and teachers and noninstructional personnel who have been fingerprinted pursuant to chapter 1012, who have not been unemployed for more than 90 days thereafter, and who under the penalty of perjury attest to the completion of such fingerprinting or screening and to compliance with the provisions of this section and the standards for good moral character as contained in such provisions as ss. 110.1127(2)(c), 393.0655(1), 394.457(6), 397.451, 402.305(2), and 409.175(6), are shall not be required to be refingerprinted or rescreened in order to comply with any caretaker screening or fingerprinting requirements of this chapter.

Section 5. Subsection (3) of section 402.306, Florida Statutes, is amended to read:

402.306 Designation of licensing agency; dissemination by the department and local licensing agency of information on child care.—

(3) The department and local licensing agencies, or the designees thereof, shall be responsible for coordination and dissemination of information on child care to the community and shall make available through electronic means upon request all
licensing standards and procedures, health and safety standards for school readiness providers, monitoring and inspection reports, and in addition to the names and addresses of licensed child care facilities, school readiness program providers, and, where applicable pursuant to s. 402.313, licensed or registered family day care homes. This information must also include the number of deaths, serious injuries, and instances of substantiated child abuse which have occurred in child care settings each year; research and best practices in child development; and resources regarding social-emotional development, parent and family engagement, healthy eating, and physical activity.

Section 6. Section 402.311, Florida Statutes, is amended to read:

402.311 Inspection.—

(1) A licensed child care facility shall accord to the department or the local licensing agency, whichever is applicable, the privilege of inspection, including access to facilities and personnel and to those records required in s. 402.305, at reasonable times during regular business hours, to ensure compliance with the provisions of ss. 402.301-402.319. The right of entry and inspection shall also extend to any premises which the department or local licensing agency has reason to believe are being operated or maintained as a child care facility without a license, but no such entry or inspection of any premises shall be made without the permission of the person in charge thereof unless a warrant is first obtained from the circuit court authorizing such entry or inspection same. Any application for a license or renewal made pursuant to this act
or the advertisement to the public for the provision of child
care as defined in s. 402.302 shall constitute permission for
any entry or inspection of the premises for which the license is
sought in order to facilitate verification of the information
submitted on or in connection with the application. In the event
a licensed facility refuses permission for entry or inspection
to the department or local licensing agency, a warrant shall be
obtained from the circuit court authorizing entry or inspection
before same prior to such entry or inspection. The department or
local licensing agency may institute disciplinary proceedings
pursuant to s. 402.310_ for such refusal.

(2) A school readiness program provider shall accord to the
department or the local licensing agency, whichever is
applicable, the privilege of inspection, including access to
facilities, personnel, and records, to verify compliance with s.
1002.88. Entry, inspection, and issuance of an inspection report
by the department or the local licensing agency to verify
compliance with s. 1002.88 is an exercise of a discretionary
power to enforce compliance with the laws duly enacted by a
governmental body.

(3) The department’s issuance, transmittal, or publication
of an inspection report resulting from an inspection under this
section does not constitute agency action subject to chapter
120.

Section 7. Subsection (3) is added to section 402.319,
Florida Statutes, to read:

402.319 Penalties.—

(3) Each child care facility, family day care home, and
large family day care home shall annually submit an affidavit of
compliance with s. 39.201.

Section 8. Section 409.1757, Florida Statutes, is amended to read:

409.1757 Individuals Persons not required to be refingerprinted or rescreened.—Individuals Any law to the contrary notwithstanding, human resource personnel who have been fingerprinted or screened pursuant to chapters 393, 394, 397, 402, and this chapter, teachers who have been fingerprinted pursuant to chapter 1012, and law enforcement officers who meet the requirements of s. 943.13, who have not been unemployed for more than 90 days thereafter, and who under the penalty of perjury attest to the completion of such fingerprinting or screening and to compliance with this section and the standards for good moral character as contained in such provisions as ss. 110.1127(2)(c), 393.0655(1), 394.457(6), 397.451, 402.305(2), 409.175(6), and 943.13(7), are not required to be refingerprinted or rescreened in order to comply with any caretaker screening or fingerprinting requirements of this chapter.

Section 9. Paragraph (c) is added to subsection (4) of section 435.07, Florida Statutes, to read:

435.07 Exemptions from disqualification.—Unless otherwise provided by law, the provisions of this section apply to exemptions from disqualification for disqualifying offenses revealed pursuant to background screenings required under this chapter, regardless of whether those disqualifying offenses are listed in this chapter or other laws.

(4)

(c) A person is ineligible for employment with a provider
that receives school readiness funding under part VI of chapter 1002 if the person has been convicted of:

1. A felony offense prohibited under any of the following statutes:
   a. Chapter 741, relating to domestic violence.
   b. Section 782.04, relating to murder.
   c. Section 782.07, relating to manslaughter, aggravated manslaughter of an elderly person or a disabled adult, aggravated manslaughter of a child, or aggravated manslaughter of an officer, a firefighter, an emergency medical technician, or a paramedic.
   d. Section 784.021, relating to aggravated assault.
   e. Section 784.045, relating to aggravated battery.
   f. Section 787.01, relating to kidnapping.
   g. Section 787.025, relating to luring or enticing a child.
   h. Section 787.04(2), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent, pending custody proceedings.
   i. Section 787.04(3), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent, pending dependency proceedings or proceedings concerning alleged abuse or neglect of a minor.
   j. Section 794.011, relating to sexual battery.
   k. Former s. 794.041, relating to sexual activity with or solicitation of a child by a person in familial or custodial authority.
   l. Section 794.05, relating to unlawful sexual activity
with certain minors.

m. Section 794.08, relating to female genital mutilation.

n. Section 806.01, relating to arson.

o. Section 826.04, relating to incest.

p. Section 827.03, relating to child abuse, aggravated

child abuse, or neglect of a child.

q. Section 827.04, relating to contributing to the
delinquency or dependency of a child.

r. Section 827.071, relating to sexual performance by a
child.

s. Section 985.701, relating to sexual misconduct in
juvenile justice programs.

2. A misdemeanor offense prohibited under any of the
following statutes:

a. Section 784.03, relating to battery, if the victim of
the offense was a minor.

b. Section 787.025, relating to luring or enticing a child.

3. A criminal act committed in another state or under
federal law which, if committed in this state, would constitute
an offense prohibited under any statute listed in subparagraph
1. or subparagraph 2.

Section 10. Present subsection (27) of section 1001.42,
Florida Statutes, is redesignated as subsection (28), and a new
subsection (27) is added to that section, 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:

(27) VISITATION OF SCHOOLS.—Visit the schools, observe the
management and instruction, give suggestions for improvement,
and advise citizens with the view of promoting interest in education and improving the school.

Section 11. Section 1001.67, Florida Statutes, is created to read:

1001.67 Distinguished Florida College System Program.—A collaborative partnership is established between the State Board of Education and the Legislature to recognize the excellence of Florida’s highest-performing Florida College system institutions.

(1) EXCELLENCE STANDARDS.—The following excellence standards are established for the program:

(a) A 150 percent-of-normal-time completion rate of 50 percent or higher, as calculated by the Division of Florida Colleges.

(b) A 150 percent-of-normal-time completion rate for Pell Grant recipients of 40 percent or higher, as calculated by the Division of Florida Colleges.

(c) A retention rate of 70 percent or higher, as calculated by the Division of Florida Colleges.

(d) A continuing education, or transfer, rate of 72 percent or higher for students graduating with an associate of arts degree, as reported by the Florida Education and Training Placement Information Program (FETPIP).

(e) A licensure passage rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) of 90 percent or higher for first-time exam takers, as reported by the Board of Nursing.

(f) A job placement or continuing education rate of 88 percent or higher for workforce programs, as reported by FETPIP.
(g) A time-to-degree for students graduating with an associate of arts degree of 2.25 years or less for first-time-in-college students with accelerated college credits, as reported by the Southern Regional Education Board.

(2) DISTINGUISHED COLLEGE DESIGNATION.—The State Board of Education shall designate each Florida College System institution that meets five of the seven standards identified in subsection (1) as a distinguished college.

(3) DISTINGUISHED COLLEGE SUPPORT.—A Florida College System institution designated as a distinguished college by the State Board of Education is eligible for funding as specified in the General Appropriations Act.

Section 12. Paragraph (i) of subsection (2) of section 1002.82, Florida Statutes, is amended, and paragraphs (s) through (x) are added to that subsection, to read:

1002.82 Office of Early Learning; powers and duties.—

(2) The office shall:

(i) Enter into a memorandum of understanding with local licensing agencies and Develop, in coordination with the Child Care Services Program Office of the Department of Children and Families for inspections of school readiness program providers to monitor and verify compliance with s. 1002.88 and the health and safety checklist adopted by the office. The provider contract of a school readiness program provider that refuses permission for entry or inspection shall be terminated. The provider and adopt a health and safety checklist may to be completed by license-exempt providers that does not exceed the requirements of s. 402.305 and the Child Care and Development Fund pursuant to 45 C.F.R. part 98.
(s) Develop and implement strategies to increase the supply and improve the quality of child care services for infants and toddlers, children with disabilities, children who receive care during nontraditional hours, children in underserved areas, and children in areas that have significant concentrations of poverty and unemployment.

(t) Establish preservice and inservice training requirements that address, at a minimum, school readiness child development standards, health and safety requirements, and social-emotional behavior intervention models, which may include positive behavior intervention and support models.

(u) Establish standards for emergency preparedness plans for school readiness program providers.

(v) Establish group sizes.

(w) Establish staff-to-children ratios that do not exceed the requirements of s. 402.302(8) or (11) or s. 402.305(4), as applicable, for school readiness program providers.

(x) Establish eligibility criteria, including limitations based on income and family assets, in accordance with s. 1002.87 and federal law.

Section 13. Subsections (7) and (8) of section 1002.84, Florida Statutes, are amended to read:

1002.84 Early learning coalitions; school readiness powers and duties.—Each early learning coalition shall:

(7) Determine child eligibility pursuant to s. 1002.87 and provider eligibility pursuant to s. 1002.88. At a minimum, child eligibility must be redetermined annually. Redetermination must also be conducted twice per year for an additional 50 percent of a coalition’s enrollment through a statistically valid random...
A coalition must document the reason why a child is no longer eligible for the school readiness program according to the standard codes prescribed by the office.

(8) Establish a parent sliding fee scale that provides for a parent copayment that is not a barrier to families receiving to participate in the school readiness program services. Providers are required to collect the parent’s copayment. A coalition may, on a case-by-case basis, waive the copayment for an at-risk child or temporarily waive the copayment for a child whose family’s income is at or below the federal poverty level and whose family experiences a natural disaster or an event that limits the parent’s ability to pay, such as incarceration, placement in residential treatment, or becoming homeless, or an emergency situation such as a household fire or burglary, or while the parent is participating in parenting classes. A parent may not transfer school readiness program services to another school readiness program provider until the parent has submitted documentation from the current school readiness program provider to the early learning coalition stating that the parent has satisfactorily fulfilled the copayment obligation.

Section 14. Subsections (1), (4), (5), and (6) of section 1002.87, Florida Statutes, are amended to read:

1002.87 School readiness program; eligibility and enrollment.—

(1) Effective August 1, 2013, or upon reevaluation of eligibility for children currently served, whichever is later, each early learning coalition shall give priority for participation in the school readiness program as follows:
(a) Priority shall be given first to a child younger than 13 years of age from a family that includes a parent who is receiving temporary cash assistance under chapter 414 and subject to the federal work requirements.

(b) Priority shall be given next to an at-risk child younger than 9 years of age.

(c) Priority shall be given next to a child from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2. who is from a working family that is economically disadvantaged, and may include such child’s eligible siblings, beginning with the school year in which the sibling is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2. until the beginning of the school year in which the sibling is eligible to begin 6th grade, provided that the first priority for funding an eligible sibling is local revenues available to the coalition for funding direct services. However, a child eligible under this paragraph ceases to be eligible if his or her family income exceeds 200 percent of the federal poverty level.

(d) Priority shall be given next to a child of a parent who transitions from the work program into employment as described in s. 445.032 from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.

(e) Priority shall be given next to an at-risk child who is at least 9 years of age but younger than 13 years of age. An at-risk child whose sibling is enrolled in the school readiness program within an eligibility priority category listed in
paragraphs (a)-(c) shall be given priority over other children who are eligible under this paragraph.

(f) Priority shall be given next to a child who is younger than 13 years of age from a working family that is economically disadvantaged. A child who is eligible under this paragraph whose sibling is enrolled in the school readiness program under paragraph (c) shall be given priority over other children who are eligible under this paragraph. However, a child eligible under this paragraph ceases to be eligible if his or her family income exceeds 200 percent of the federal poverty level.

(g) Priority shall be given next to a child of a parent who transitions from the work program into employment as described in s. 445.032 who is younger than 13 years of age.

(h) Priority shall be given next to a child who has special needs, has been determined eligible as a student with a disability, has a current individual education plan with a Florida school district, and is not younger than 3 years of age. A special needs child eligible under this paragraph remains eligible until the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.

(i) Notwithstanding paragraphs (a)-(d), priority shall be given last to a child who otherwise meets one of the eligibility criteria in paragraphs (a)-(d) but who is also enrolled concurrently in the federal Head Start Program and the Voluntary Prekindergarten Education Program.

(4) The parent of a child enrolled in the school readiness program must notify the coalition or its designee within 10 days after any change in employment status, income, or family size or failure to maintain attendance at a job training or educational
program in accordance with program requirements. Upon
notification by the parent, the child’s eligibility must be
reevaluated.

(5) A child whose eligibility priority category requires
the child to be from a working family ceases to be eligible for
the school readiness program if a parent with whom the child
resides does not reestablish employment or resume attendance at
a job training or educational program within 90 days after
becoming unemployed or ceasing to attend a job training or
educational program.

(6) Eligibility for each child must be reevaluated
annually. Upon reevaluation, a child may not continue to receive
school readiness program services if he or she has ceased to be
eligible under this section. A child who is ineligible due to a
parent’s job loss or cessation of job training or education
shall continue to receive school readiness program services for
at least 3 months to enable the parent to obtain employment.

Section 15. Paragraphs (c), (d), and (e) of subsection (1)
of section 1002.88, Florida Statutes, are amended to read:

1002.88 School readiness program provider standards;
eligibility to deliver the school readiness program.—
(1) To be eligible to deliver the school readiness program,
a school readiness program provider must:
(c) Provide basic health and safety of its premises and
facilities and compliance with requirements for age-appropriate
immunizations of children enrolled in the school readiness
program.
1. For a provider that is licensed child care facility, a
large family child care home, or a licensed family day care
home, compliance with s. 402.305, s. 402.3131, or s. 402.313 and this subsection, as verified pursuant to s. 402.311, satisfies this requirement.

2. For a provider that is a registered family day care home or is not subject to licensure or registration by the Department of Children and Families, compliance with this subsection, as verified pursuant to s. 402.311, satisfies this requirement. Upon such verification, the provider for a public or nonpublic school, compliance with s. 402.3025 or s. 1003.22 satisfies this requirement. A faith-based child care provider, an informal child care provider, or a nonpublic school, exempt from licensure under s. 402.316 or s. 402.3025, shall annually complete the health and safety checklist adopted by the office, post the checklist prominently on its premises in plain sight for visitors and parents, and shall annually submit the checklist it annually to its local early learning coalition.

(d) Provide an appropriate group size and staff-to-children ratio, pursuant to s. 402.305(4) or s. 402.302(8) or (11), as applicable, and as verified pursuant to s. 402.311.

(e) Employ child care personnel, as defined in s. 402.302(3), who have satisfied the screening requirements of chapter 402 and fulfilled the training requirements of the office. Provide a healthy and safe environment pursuant to s. 402.305(5), (6), and (7), as applicable, and as verified pursuant to s. 402.311.

Section 16. Paragraph (b) of subsection (6) and subsection (7) of section 1002.89, Florida Statutes, are amended to read:

1002.89 School readiness program; funding.—

(6) Costs shall be kept to the minimum necessary for the
efficient and effective administration of the school readiness program with the highest priority of expenditure being direct services for eligible children. However, no more than 5 percent of the funds described in subsection (5) may be used for administrative costs and no more than 22 percent of the funds described in subsection (5) may be used in any fiscal year for any combination of administrative costs, quality activities, and nondirect services as follows:

(b) Activities to improve the quality of child care as described in 45 C.F.R. s. 98.51, which must be limited to the following:

1. Developing, establishing, expanding, operating, and coordinating resource and referral programs specifically related to the provision of comprehensive consumer education to parents and the public to promote informed child care choices specified in 45 C.F.R. s. 98.33 regarding participation in the school readiness program and parental choice.

2. Awarding grants and providing financial support to school readiness program providers and their staff to assist them in meeting applicable state requirements for child care performance standards, implementing developmentally appropriate curricula and related classroom resources that support curricula, providing literacy supports, and providing continued professional development and training. Any grants awarded pursuant to this subparagraph shall comply with the requirements of ss. 215.971 and 287.058.

3. Providing training and technical assistance, and financial support to school readiness program providers and their staff and parents on standards, child screenings, child
assessments, child development research and best practices,
developmentally appropriate curricula, character development,
teacher-child interactions, age-appropriate discipline
practices, health and safety, nutrition, first aid,
cardiopulmonary resuscitation, the recognition of communicable
diseases, and child abuse detection, and prevention, and
reporting.

4. Providing, from among the funds provided for the
activities described in subparagraphs 1.-3., adequate funding
for infants and toddlers as necessary to meet federal
requirements related to expenditures for quality activities for
infant and toddler care.

5. Improving the monitoring of compliance with, and
enforcement of, applicable state and local requirements as
described in and limited by 45 C.F.R. s. 98.40.

6. Responding to Warm-Line requests by providers and
parents related to school readiness program children, including
providing developmental and health screenings to school
readiness program children.

(7) Funds appropriated for the school readiness program may
not be expended for the purchase or improvement of land; for the
purchase, construction, or permanent improvement of any building
or facility; or for the purchase of buses. However, funds may be
expended for minor remodeling and upgrading of child care
facilities which is necessary for the administration of the
program and to ensure that providers meet state and local child
care standards, including applicable health and safety
requirements.

Section 17. Effective June 29, 2016, section 1004.935,
Florida Statutes, is amended to read:

1004.935 Adults with Disabilities Workforce Education Pilot Program.—

(1) The Adults with Disabilities Workforce Education Pilot Program is established in the Department of Education through June 30, 2016, in Hardee, DeSoto, Manatee, and Sarasota Counties to provide the option of receiving a scholarship for instruction at private schools for up to 30 students who:

(a) Have a disability;
(b) Are 22 years of age;
(c) Are receiving instruction from an instructor in a private school to meet the high school graduation requirements in s. 1002.3105(5) or s. 1003.4282;
(d) Do not have a standard high school diploma or a special high school diploma; and
(e) Receive “supported employment services,” which means employment that is located or provided in an integrated work setting with earnings paid on a commensurate wage basis and for which continued support is needed for job maintenance.

As used in this section, the term “student with a disability” includes a student who is documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental
delay; or autism spectrum disorder.

(2) A student participating in the pilot program may continue to participate in the program until the student graduates from high school or reaches the age of 40 years, whichever occurs first.

(3) Supported employment services may be provided at more than one site.

(4) The provider of supported employment services must be a nonprofit corporation under s. 501(c)(3) of the Internal Revenue Code which serves Hardee County, DeSoto County, Manatee County, or Sarasota County and must contract with a private school in this state which meets the requirements in subsection (5).

(5) A private school that participates in the pilot program may be sectarian or nonsectarian and must:

(a) Be academically accountable for meeting the educational needs of the student by annually providing to the provider of supported employment services a written explanation of the student’s progress.

(b) Comply with the antidiscrimination provisions of 42 U.S.C. s. 2000d.

(c) Meet state and local health and safety laws and codes.

(d) Provide to the provider of supported employment services all documentation required for a student’s participation, including the private school’s and student’s fee schedules, at least 30 days before any quarterly scholarship payment is made for the student. A student is not eligible to receive a quarterly scholarship payment if the private school fails to meet this deadline.
The inability of a private school to meet the requirements of this subsection constitutes a basis for the ineligibility of the private school to participate in the pilot program.

(6)(a) If the student chooses to participate in the pilot program and is accepted by the provider of supported employment services, the student must notify the Department of Education of his or her acceptance into the program 60 days before the first scholarship payment and before participating in the pilot program in order to be eligible for the scholarship.

(b) Upon receipt of a scholarship warrant, the student or parent to whom the warrant is made must restrictively endorse the warrant to the provider of supported employment services for deposit into the account of the provider. The student or parent may not designate any entity or individual associated with the participating provider of supported employment services as the student’s or parent’s attorney in fact to endorse a scholarship warrant. A participant who fails to comply with this paragraph forfeits the scholarship.

(7) Funds for the scholarship shall be provided from the appropriation from the school district’s Workforce Development Fund in the General Appropriations Act for students who reside in the Hardee County School District, the DeSoto County School District, the Manatee County School District, or the Sarasota County School District. During the pilot program, The scholarship amount granted for an eligible student with a disability shall be equal to the cost per unit of a full-time equivalent adult general education student, multiplied by the adult general education funding factor, and multiplied by the district cost differential pursuant to the formula required by
s. 1011.80(6)(a) for the district in which the student resides.

(8) Upon notification by the Department of Education that it has received the required documentation, the Chief Financial Officer shall make scholarship payments in four equal amounts no later than September 1, November 1, February 1, and April 1 of each academic year in which the scholarship is in force. The initial payment shall be made after the Department of Education verifies that the student was accepted into the pilot program, and subsequent payments shall be made upon verification of continued participation in the pilot program. Payment must be by individual warrant made payable to the student or parent and mailed by the Department of Education to the provider of supported employment services, and the student or parent shall restrictively endorse the warrant to the provider of supported employment services for deposit into the account of that provider.

(9) Subsequent to each scholarship payment, the Department of Education shall request from the Department of Financial Services a sample of endorsed warrants to review and confirm compliance with endorsement requirements.

Section 18. Effective July 1, 2016, and upon the expiration of the amendment to section 1011.62, Florida Statutes, made by chapter 2015-222, Laws of Florida, paragraphs (e) and (o) of subsection (1), paragraph (a) of subsection (4), and present subsection (13) of that section are amended, present subsections (13), (14), and (15) of that section are redesignated as subsections (14), (15), and (16), respectively, and a new subsection (13) is added to that section, to read:

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

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

(e) Funding model for exceptional student education programs.—

1.a. The funding model uses basic, at-risk, support levels IV and V for exceptional students and career Florida Education Finance Program cost factors, and a guaranteed allocation for exceptional student education programs. Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive. The nature and intensity of the services indicated on the matrix shall be consistent with the services described in each exceptional student’s individual educational plan. The Department of Education shall review and revise the descriptions of the services and supports included in the matrix of services for exceptional students and shall implement those revisions before the beginning of the 2012-2013 school year.

b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student’s initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the
matrix shall be construed as limiting the services a school district must provide in order to ensure that exceptional students are provided a free, appropriate public education.

c. Students identified as exceptional, in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in sub-subparagraph b. shall generate funds on the basis of full-time-equivalent student membership in the Florida Education Finance Program at the same funding level per student as provided for basic students. Additional funds for these exceptional students will be provided through the guaranteed allocation designated in subparagraph 2.

2. For students identified as exceptional who do not have a matrix of services and students who are gifted in grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with s. 1001.42(4)(l) and rules of the State Board of Education, which shall be allocated initially annually to each school district in the amount provided in the General Appropriations Act. These funds shall be supplemental in addition to the funds appropriated for the basic funding level on the basis of FTE student membership in the Florida Education Finance Program, and the amount allocated for each school district shall not be recalculated once during the year, based on actual student membership from the October FTE survey. Upon recalculation, if the generated allocation is greater than the amount provided in the General Appropriations Act, the total shall be prorated to the level of the appropriation based on each district’s share of the total recalculated amount. These funds shall be used to provide special education and related
services for exceptional students and students who are gifted in grades K through 8. Beginning with the 2007-2008 fiscal year, a district's expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12.

(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 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 for courses that were not provided through dual enrollment. 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 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 in the amount 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 in the amount 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, 0.3, 0.5, and
1.0.

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 under this paragraph may not exceed $2,000 in any given
school year and is in addition to any regular wage or other
bonus the teacher received or is scheduled to receive.

(4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The
Legislature shall prescribe the aggregate required local effort
for all school districts collectively as an item in the General
Appropriations Act for each fiscal year. The amount that each
district shall provide annually toward the cost of the Florida
Education Finance Program for kindergarten through grade 12
programs shall be calculated as follows:

(a) Estimated taxable value calculations.—

1.a. Not later than 2 working days before July 19, the Department of Revenue shall certify to the Commissioner of Education its most recent estimate of the taxable value for school purposes in each school district and the total for all school districts in the state for the current calendar year based on the latest available data obtained from the local property appraisers. The value certified shall be the taxable value for school purposes for that year, and no further adjustments shall be made, except those made pursuant to paragraphs (c) and (d), or an assessment roll change required by final judicial decisions as specified in paragraph (15)(b). Not later than July 19, the Commissioner of Education shall compute a millage rate, rounded to the next highest one one-thousandth of a mill, which, when applied to 96 percent of the estimated state total taxable value for school purposes, would generate the prescribed aggregate required local effort for that year for all districts. The Commissioner of Education shall certify to each district school board the millage rate, computed as prescribed in this subparagraph, as the minimum millage rate necessary to provide the district required local effort for that year.

b. The General Appropriations Act shall direct the computation of the statewide adjusted aggregate amount for required local effort for all school districts collectively from ad valorem taxes to ensure that no school district’s revenue from required local effort millage will produce more than 90 percent of the district’s total Florida Education Finance...
Program calculation as calculated and adopted by the Legislature, and the adjustment of the required local effort millage rate of each district that produces more than 90 percent of its total Florida Education Finance Program entitlement to a level that will produce only 90 percent of its total Florida Education Finance Program entitlement in the July calculation.

2. On the same date as the certification in sub-subparagraph 1.a., the Department of Revenue shall certify to the Commissioner of Education for each district:
   a. Each year for which the property appraiser has certified the taxable value pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a.
   b. For each year identified in sub-subparagraph a., the taxable value certified by the appraiser pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a. This is the certification that reflects all final administrative actions of the value adjustment board.

(13) FEDERALLY CONNECTED STUDENT SUPPLEMENT.—The federally connected student supplement is created to provide supplemental funding for school districts to support the education of students connected with federally owned military installations, National Aeronautics and Space Administration (NASA) real property, and Indian lands. To be eligible for this supplement, the district must be eligible for federal Impact Aid Program funds under s. 8003 of Title VIII of the Elementary and Secondary Education Act of 1965. The supplement shall be allocated annually to each eligible school district in the
amount provided in the General Appropriations Act. The supplement shall be the sum of the student allocation and an exempt property allocation.

(a) The student allocation shall be calculated based on the number of students reported for federal Impact Aid Program funds, including students with disabilities, who meet one of the following criteria:

1. The student has a parent who is on active duty in the uniformed services or is an accredited foreign government official and military officer. Students with disabilities shall also be reported separately for this category.

2. The student resides on eligible federally owned Indian land. Students with disabilities shall also be reported separately for this category.

3. The student resides with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. The number of these students shall be multiplied by a factor of 0.5.

(b) The total number of federally connected students calculated under paragraph (a) shall be multiplied by a percentage of the base student allocation as provided in the General Appropriations Act. The total of the number of students with disabilities as reported separately under subparagraphs (a)1. and (a)2. shall be multiplied by an additional percentage of the base student allocation as provided in the General Appropriations Act. The base amount and the amount for students with disabilities shall be summed to provide the student allocation.

(c) The exempt property allocation shall be equal to the
tax-exempt value of federal impact aid lands reserved as
military installations, real property owned by NASA, or eligible
federally owned Indian lands located in the district, as of
January 1 of the previous year, multiplied by the millage
authorized and levied under s. 1011.71(2).

(14) QUALITY ASSURANCE GUARANTEE.—The Legislature may
annually in the General Appropriations Act determine a
percentage increase in funds per K-12 unweighted FTE as a
minimum guarantee to each school district. The guarantee shall
be calculated from prior year base funding per unweighted FTE
student which shall include the adjusted FTE dollars as provided
in subsection (15), quality guarantee funds, and actual
nonvoted discretionary local effort from taxes. From the base
funding per unweighted FTE, the increase shall be calculated for
the current year. The current year funds from which the
guarantee shall be determined shall include the adjusted FTE
dollars as provided in subsection (15) and potential
nonvoted discretionary local effort from taxes. A comparison of
current year funds per unweighted FTE to prior year funds per
unweighted FTE shall be computed. For those school districts
which have less than the legislatively assigned percentage
increase, funds shall be provided to guarantee the assigned
percentage increase in funds per unweighted FTE student. Should
appropriated funds be less than the sum of this calculated
amount for all districts, the commissioner shall prorate each
district’s allocation. This provision shall be implemented to
the extent specifically funded.

Section 19. Effective July 1, 2016, and upon the expiration
of the amendment to section 1011.71, Florida Statutes, made by
chapter 2015-222, Laws of Florida, subsection (1) of that section is amended to read:

1011.71 District school tax.—

(1) If the district school tax is not provided in the General Appropriations Act or the substantive bill implementing the General Appropriations Act, each district school board desiring to participate in the state allocation of funds for current operation as prescribed by s. 1011.62(15) shall levy on the taxable value for school purposes of the district, exclusive of millage voted under the provisions of s. 9(b) or s. 12, Art. VII of the State Constitution, a millage rate not to exceed the amount certified by the commissioner as the minimum millage rate necessary to provide the district required local effort for the current year, pursuant to s. 1011.62(4)(a)1. In addition to the required local effort millage levy, each district school board may levy a nonvoted current operating discretionary millage. The Legislature shall prescribe annually in the appropriations act the maximum amount of millage a district may levy.

Section 20. Except as otherwise expressly provided in this act, this act shall take effect July 1, 2016.

================= T I T L E   A M E N D M E N T ================
And the title is amended as follows:
Delete everything before the enacting clause and insert:

A bill to be entitled An act relating to education; amending s. 39.201, F.S.; providing an exception from a prohibition
against the use of information in the Department of
Children and Families central abuse hotline for
employment screening of certain child care personnel;
amending s. 39.202, F.S.; expanding the list of
entities that have access to child abuse records for
purposes of approving providers of school readiness
services; amending s. 402.302, F.S.; revising the
definition of the term “screening” for purposes of
child care licensing requirements; amending s.
402.3057, F.S.; clarifying individuals who are exempt
from certain refingerprinting or rescreening
requirements; amending s. 402.306, F.S.; requiring the
Department of Children and Families and local
licensing agencies to electronically post certain
information relating to child care and school
readiness providers; amending s. 402.311, F.S.;
requiring school readiness program providers to
provide the Department of Children and Families or
local licensing agencies with access to facilities,
personnel, and records for inspection purposes;
amending s. 402.319, F.S.; requiring certain child
care providers to submit an affidavit of compliance
with certain mandatory reporting requirements;
amending s. 409.1757, F.S.; clarifying individuals who
are exempt from certain refingerprinting or
rescreening requirements; amending s. 435.07, F.S.;
providing criteria for a person’s disqualification
from employment with a school readiness program
provider; amending s. 1001.42, F.S.; revising the
duties of a district school board; creating s. 1001.67, F.S.; establishing a collaboration between the state board and the Legislature to designate certain Florida College System institutions as distinguished colleges; specifying standards for the designation; requiring the state board to award the designation to certain Florida College System institutions; providing that the designated institutions are eligible for funding as specified in the General Appropriations Act; amending s. 1002.82, F.S.; revising the duties of the Office of Early Learning of the Department of Education; requiring the office to coordinate with the Department of Children and Families and local licensing agencies for inspections of school readiness program providers; amending s. 1002.84, F.S.; revising provisions relating to determination of child eligibility for school readiness programs; revising requirements for determining parent copayments for the programs; amending s. 1002.87, F.S.; revising the prioritization of participation in school readiness programs; revising school readiness program eligibility requirements for parents; amending s. 1002.88, F.S.; revising requirements for school readiness program providers; amending s. 1002.89, F.S.; providing for additional uses of funds for school readiness programs; amending s. 1004.935, F.S.; deleting the scheduled termination of the Adults with Disabilities Workforce Education Pilot Program; changing the name
of the program to the “Adults with Disabilities Workforce Education Program”; amending s. 1011.62, F.S.; revising the calculation for certain supplemental funds for exceptional student education programs; requiring the funds to be prorated under certain circumstances; revising the funding of full-time equivalent values for students who earn CAPE industry certifications through dual enrollment; deleting a provision prohibiting a teacher’s bonus from exceeding a specified amount; specifying a limit in the aggregate increase in certain funds provided through the Florida Education Finance Program after a specified time; creating a federally connected student supplement for school districts; specifying eligibility requirements and calculations for allocations of the supplement; amending s. 1011.71, F.S.; conforming a cross-reference; providing effective dates.
A bill to be entitled An act relating to education funding; amending s. 1011.62, F.S.; revising the calculation for certain supplemental funds for exceptional student education programs; requiring the funds to be prorated under certain circumstances; providing an effective date.

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

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

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

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

(e) Funding model for exceptional student education programs.—

1.a. The funding model uses basic, at-risk, support levels IV and V for exceptional students and career Florida Education Finance Program cost factors, and a guaranteed allocation for exceptional student education programs. Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive. The nature and intensity of the services indicated on the matrix shall be consistent with the services described in each exceptional student’s individual educational plan. The Department of Education shall review and revise the descriptions of the services and supports included in the matrix of services for exceptional students and shall implement those revisions before the beginning of the 2012-2013 school year.

b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student’s initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the matrix shall be construed as limiting the services a school district must provide in order that exceptional students are provided a free, appropriate public education.

c. Students identified as exceptional, in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in sub-subparagraph b. shall generate funds on the basis of full-time-equivalent student membership in the Florida Education Finance Program at the same funding level per student as provided for basic students.

Additional funds for these exceptional students will be provided through the guaranteed allocation designated in subparagraph 2.

2. For students identified as exceptional who do not have a matrix of services and students who are gifted in grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with s. 1001.42(4)(1) and rules of the State Board of Education, which shall be allocated initially annually to each school district in the amount provided in the General Appropriations Act. These funds shall be supplemental in addition to the funds appropriated for the basic funding level.
on the basis of FTE student membership in the Florida Education Finance Program, and the amount allocated for each school district shall not be recalculated once during the year, based on actual student membership from the October FTE survey. Upon recalculation, if the generated allocation is greater than the amount provided in the General Appropriations Act, the total shall be prorated to the level of the appropriation based on each district’s share of the total recalculated amount. These funds shall be used to provide special education and related services for exceptional students and students who are gifted in grades K through 8. Beginning with the 2007-2008 fiscal year, a district’s expenditure of funds from the guaranteed allocation for students in grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12.

Section 2. This act shall take effect July 1, 2016.
I. Summary:

SB 1634 defines the statutory conditions under which a charter school or district innovation school of choice may be approved to calculate class size penalties at the school level average. Specifically, the bill:

- Establishes a definition for a school of choice to include concepts of innovation that is distinct and unique, along with open enrollment choice.
- Expands authority for school districts to pursue school board approved innovation schools of choice through the State Board of Education beyond just technology-oriented schools.
- Equally applies the new definition of schools of choice to both charter schools and district innovation schools of choice to be eligible for class size penalties calculated at the school level average.

The bill requires all public schools, including charter schools, to meet the definition of an innovation school of choice to be eligible for class size maximums measured at the school average rather than the classroom level. This will likely decrease the number of schools eligible for class size maximums measured at the school average and increase the class size penalty for noncompliance. For the 2014-2015 fiscal year, the class size penalty calculated at the school average for district-operated schools of choice was $421,513. However, the class size penalty for these schools would have been $162,529,902 had the calculation been done at the classroom level. The number of existing schools of choice that would meet the required definition to be classified as a district innovation school of choice is unknown.

The bill takes effect upon becoming a law.
II. Present Situation:

The Florida Constitution prohibits the maximum number of students assigned to each teacher from exceeding a certain number.¹ The Constitution requires the Legislature to make “adequate provision” to ensure there are a sufficient number of classrooms to meet this requirement.² As part of setting the policy to implement such requirements, the Legislature, among other methods, has provided varying means of calculating a penalty for schools that do not comply with the constitution, as implemented via law.³ Two of these mechanisms is for the penalty for a school to be calculated at the class level or the school level.⁴

Class Size

**Class Size Reduction Constitutional Amendment**

In 2002, voters approved the Class Size Reduction Amendment to Section 1(a), Article IX of the Florida Constitution.⁵ Thus, the Florida Constitution provides in part:

> To assure that children attending public schools obtain a high quality education, the legislature shall make adequate provision to ensure that, by the beginning of the 2010 school year, there are a sufficient number of classrooms so that:
> (1) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for prekindergarten through grade 3 does not exceed 18 students;
> (2) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 4 through 8 does not exceed 22 students; and
> (3) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 9 through 12 does not exceed 25 students.

The class size requirements of this subsection do not apply to extracurricular classes. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local school districts. Beginning with the 2003-2004 fiscal year, the legislature shall provide sufficient funds to reduce the average number of students in each classroom by at least two students per classroom until the maximum number of students per classroom does not exceed the requirements of this subsection.

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¹ Art. I(a), s. 1, Fla. Const.
² Id.
³ Section 1003.03, F.S.
⁴ Id.; ss. 1002.31(5); 1002.33(1); 1002.451(5), F.S.
⁵ The Florida Reduce Class Size, Amendment 9 (2002) was an initiated constitutional amendment on the November 5, 2002 election ballot, where it was approved. *See*, Art. IX., S. 1, Fla. Const.
Courses Subject to the Class Size Maximums

Extracurricular courses are expressly excluded from the class size mandate. However, the state constitution does not define “extracurricular courses.”

Through implementation, the Legislature has provided that the constitutional requirements apply to “core-curricula courses.” Core curricula courses are defined:

- In prekindergarten through grade 3, as courses for language arts/reading, mathematics, social studies, and science.
- In grades 4-8, as courses in subjects that are measured by state assessment at any grade level and courses required for middle school promotion.
- In grades 9-12, as courses in subjects that are measured by state assessment at any grade level and courses that are specifically identified by name in statute as required for high school graduation that are not measured by state assessment.
- As exceptional student education courses.
- As English for Speakers of Other Language courses.

Thus, core-curricular courses are primarily associated with courses found within the English/Language Arts; Mathematics, Science, and Social Studies subject areas.

The definition of core-curricula courses also excludes extracurricular courses and various other courses. Thus, the courses to which the class size requirements do not apply are:

- Extracurricular courses are all courses that are not defined as core-curricula courses, which may include, but are not limited to, physical education, fine arts, performing fine arts, career education, and courses that may result in college credit.
- For a school district’s part-time and full-time kindergarten through grade 12 virtual instruction, courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instruction techniques.
- For charter schools, blended learning courses consisting of both traditional classroom and online instructional techniques.
- Courses provided by the Florida Virtual School.
- Virtual instruction programs offered by approved providers.
- Courses provided by the Florida Approved Courses and Tests (FACT) Initiative.

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6 Id.
7 Section 1002.03(1)(a), F.S.;
8 Section 1003.01(14), F.S.
10 Sections 1003.01(14) and (15), F.S.
11 See, the flush left provision of s. 10023.01(15), F.S., which excludes from the definition of “core-curricula courses” courses offered under ss. 1002.321(4)(e), 1002.37(7)(a)2.b., 1002.37, 1002.45, and 1002.499.
12 Section 1003.01(15), F.S.
13 Currently, neither statute nor rule defines “blended learning course”. Compare, s. 1002.451(1)(b), which defined a “blended learning program” and “blended learning models.”
14 Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Section 1002.33(7)(a)2.b., F.S.
To avoid confusion, the Department of Education (DOE) is required to identify from the Course Code Directory the core-curricular courses for the purpose of satisfying the maximum class size requirements.15

**Class Size Implementation Flexibility**

The Legislature has identified various methods by which district school boards may implement the maximum class size requirements. For example, options district school boards must consider include, but are not limited to;16

- Adopting policies to encourage qualified students to take dual enrollment courses, as well as courses from the Florida Virtual School and other virtual instruction options.
- Repealing district school board policies that require students to earn more than 24 credits to graduate from high school, and implement early graduation options.
- Maximizing use of instructional staff.
- Using innovative methods to reduce the cost of school construction.
- Using joint-facilities through partnerships with Florida College System Institutions, state universities and private colleges and universities.
- Adopting alternative methods of scheduling, such as block scheduling.
- Redrawing school attendance zones to maximize use of facilities while minimizing additional use of transportation.
- Operating schools beyond the normal operating hours to provide classes in the evening or operate more than one session of school during the day.
- Using year-round schools and other nontraditional calendars that do not adversely impact annual assessment of student achievement.
- Reviewing and considering amending any collective bargaining contracts that hinder the implementation of class size reduction.
- Any other approach not prohibited by law.

The Legislature also authorized school districts to use teaching strategies that include the assignment of more than one teacher to a classroom of students.17 For example the Legislature:

- Authorized various purposes for teaching strategies that assign more than one teacher to a classroom.
- Authorized, defined, and provided parameters for team teaching, co-teaching, and inclusion teaching.

Finally, the Legislature retroactively prohibited a school district from being penalized, financially or otherwise, as a result of using any legal strategy which relates to using these implementation options or team-teaching strategies to implement class size reduction.18

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16 Section 1003.03(3), F.S.
17 Section 1003.03(5), F.S.
18 Id.
**Class Size Measurement and Reductions**

Under the initial implementing statute in 2003, class size for public schools (which included charter schools and public schools of choice), was to be measured at the: 19
- District level for each of the three grade groupings from 2003-2006;
- School level for each of the three grade groupings from 2006-2008; and
- Individual classroom level for each of the three grade groupings from 2008-2009 and thereafter.

The initial implementing schedule above was subsequently modified as follows:
- In 2008, and again in 2009, the timeframe for measuring class size at the school level was extended by the Legislature, ultimately applying measurement of class size at the individual classroom level in 2010-2011. 20
- In 2010, the class size calculation penalty for charter schools was specifically statutorily set at the school level average. 21
- In 2013, the class size calculation penalty at the school level average was also specifically statutorily set for school or program that is a public school of choice pursuant to s. 1002.31, F.S., and district innovation schools of technology. 22

Thus, under current law, the class size compliance penalty is calculated at the:
- Classroom level for traditional public schools, 23 and
- School level average for charter schools. 24
- School level average for a school or program that is a public school of choice pursuant to s. 1002.31. 25
- School level average for district innovation schools of technology. 26

**Temporary Flexibility From Maximum Class Size Requirements**

The Legislature provided additional flexibility for students who enroll in a school after the October student membership survey. 27 These students may be assigned to an existing class that temporarily exceeds the maximum number of students if the district school board determines it to be impractical, educationally unsound, or disruptive to student learning to not assign the student to the class. 28

If the district makes this determination, it may assign over the class size maximum up to:
- Three additional students for prekindergarten through grade 3, and
- Five additional students for grades 4 through 12. 29

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19 Section 2, ch. 2003-391, L.O.F.
20 Section 5, ch. 2008-142, L.O.F.; Section 13, ch. 2009-59, L.O.F.
21 HB 5101 (2010).
22 CS/CS/HB 7009 (2013).
23 Section 1003.03(4), F.S.
24 Section 1002.33(16)(b)3., F.S.
25 Section 1002.31(5), F.S.
26 Section 1002.451(5), F.S.
27 Section 1003.03(2)(b), F.S.
28 Id.
29 Id.
However, the district school board is required to develop a plan that provides the school will be in full compliance with the maximum size requirements by the subsequent October student membership survey.\textsuperscript{30}

**Controlled Open Enrollment**

Controlled open enrollment means a public education delivery system that allows school districts to make student school assignments using parents’ indicated preferential school choice as a significant factor.\textsuperscript{31}

Each district school board is authorized to offer controlled open enrollment within the public schools, which is in addition to the existing choice programs, such as virtual instruction programs, magnet schools, alternative schools, special programs, advanced placement, and dual enrollment.\textsuperscript{32}

A district’s controlled open enrollment plan must:\textsuperscript{33}
- Adhere to federal desegregation requirements.
- Include an application process that allows parents to declare school preferences, including placement of siblings within the same school.
- Provide a lottery procedure to determine student assignment and establish an appeals process for hardship cases.
- Afford parents of students in multiple session schools preferred access.
- Maintain socioeconomic, demographic, and racial balance.
- Address the availability of transportation.

**Public School of Choice**

Included within controlled open enrollment statutes are two provisions relating to the label “public schools of choice:”
- In 1999, the Legislature created a reporting requirement so that each district school board would annually report the number of students attending the various types of public schools of choice in the district, including schools such as virtual instruction programs, magnet schools, and public charter schools, according to rules adopted by the State Board of Education.\textsuperscript{34}
- In 2013, the Legislature provided that for a school or program that is a school of choice under s. 1002.31, F.S., the calculation for compliance with maximum class size pursuant to s. 1003.03, F.S., is the average number of students at the school level.\textsuperscript{35}

The term “public school of choice” is not defined statute and has not been defined in State Board of Education rule. Absent a definition in statute or rule, districts may self-designate any number

\textsuperscript{30} \textit{Id.}
\textsuperscript{31} Section 1002.31, F.S.
\textsuperscript{32} Section 1002.31(2), F.S.
\textsuperscript{33} Section 1002.31(3), F.S.
\textsuperscript{34} CS/HB 2147 (1999); Section 1002.31(4), F.S. (2015).
\textsuperscript{35} CS/CS/HB 7009 (2013), Section 1002.31(5), F.S. (2015).
of schools and programs as public schools of choice – which allows such schools to utilize class size compliance calculations at the school level.

The number of schools self-designated by schools districts as “public schools of choice” for the:

- 2013-2014 school year was 1,193 schools (39.09% of schools), and
- 2014-2015 school year was 1,862 schools (61.20% of schools).  

### District Innovation Schools of Technology

A district innovation school of technology is similarly conceptual to charter schools, with a key distinction being that an innovation school of technology is operated by the district school board and a charter school is operated by a charter school governing board. A district innovation school of technology develops the innovative use of industry-leading technology while requiring high student achievement and accountability in exchange for flexibility and exempt from specified statutes and rules.

A district innovation schools of technology is required to specifically focus on innovation and technology. Additionally, an innovation school of technology is required to have a blended learning program on a schoolwide basis.

Currently, no district school board has applied to the State Board of Education to operate a district innovation school of technology.

### Charter Schools

Charter Schools are part of the state’s program of public education. A charter school is operated pursuant to a contract between the sponsor and charter school governing board. The charter contract frees charter schools from many regulations created for traditional public schools while holding them accountable for academic and financial results.

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37 District Innovation Schools of Technology were first authorized in 2013. Section 9, ch. 2013-250, L.O.F.
38 Compare ss. 1002.33 and 1002.451, F.S. Both types of schools similarly operate pursuant to a contract with a sponsor (the sponsor for charter schools is a school district or university; the sponsor for innovation schools is the State Board of Education), have guiding principles, and are exempt from various statutes. Id.
39 Section 1002.451(1), F.S.
40 Id.
41 Id. A blended learning program is an education program in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, or pace and in part at a supervised brick-and-mortar location away from home. Id. The school may use a flipped classroom model, flex model, or rotation model. Id.
42 Email, Florida Department of Education, Office of K-12 School Choice (January 17, 2016). District innovation schools of technology were first authorized by the Legislature in 2013. CS/CS/HB 7009 (2013)
43 Section 1002.33(1), F.S.
44 Section 1002.33(7), F.S. A sponsor may be a district school board or a state university. Section 1002.33(5)(a), F.S.
One of the purposes that a charter school is to encourage the use of innovative learning methods. Additionally, charter schools may, but are not required, to implement blended learning courses which combine traditional classroom instruction and virtual instruction.

During the 2014-2015 school year, there were 646 charter schools in Florida.

III. Effect of Proposed Changes:

SB 1634 defines the statutory conditions under which a charter school or district innovation school of choice may be approved to calculate class size penalties at the school level average. Specifically, the bill:

- Establishes a definition for a school of choice to include concepts of innovation that are distinct and unique, along with open enrollment choice.
- Expands authority for school districts to pursue school board approved innovation schools of choice through the State Board of Education beyond just technology-oriented schools.
- Equally applies the new definition of schools of choice to both charter schools and district innovation schools of choice to be eligible for class size penalties calculated at the school level average.

Controlled Open Enrollment

The bill removes authority for programs and schools that are schools of choice to utilize class size compliance calculations at the school level, to provide that the class size penalty calculation at the school level may only be utilized by individual district innovation schools of choice (per SBE approval), and district-approved charter schools (per the charter contract).

District Innovation Schools of Technology

The bill re-designates “district innovation schools of technology” as “district innovation schools of choice.” To effect this re-designation, the bill:

- Expands the purpose of innovation schools so the schools develop innovation, which may include but is not limited to technology;
- Authorizes, rather than requires, that a district innovation school of choice provide blended learning on a schoolwide basis;
- Removes the tiered limitations on the number of innovation schools of choice that may be authorized in small, medium, and large districts;
- Enable a district’s application to the State Board of Education to propose multiple innovation schools of choice, although approval remains on a case-by-case basis;
- Strengthens the application requirements to require clearly defined, distinct and unique schoolwide, innovation and enrollment practices;
- Specify performance metrics, including, but not limited to, trends and targets for student’s performance improvement associated with the innovation;

46 Section 1002.3(2)(b)3., F.S.
47 Section 1002.33(7)(a)2.b., F.S.
• Removes autonomy for an innovation school of choice to restructure its school day or school year to accomplish its goals; and
• Requires a district innovation school of choice to demonstrate compliance with the performance metrics every three years in order to retain the class size penalty calculation at the school level average.

Charter Schools

The bill requires charter schools that wish to continue to have the class size penalty calculation at the school level average to modify their contracts to:
• Clearly articulate how the charter school distinctly and uniquely defines and provides schoolwide innovation and the school’s enrollment practices;
• Specify performance metrics, including, but not limited to, trends and targets for the students’ performance improvement associated with the innovation; and
• Demonstrate compliance with the performance metrics every three years in order to retain the school level class size penalty calculation.

The bill takes effect upon becoming a law.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill requires all public schools, including charter schools, to meet the definition of an innovation school of choice to be eligible for class size maximums measured at the school average rather than the classroom level. This will likely decrease the number of schools eligible for class size maximums measured at the school average and increase the
class size penalty for noncompliance. For the 2014-2015 fiscal year, the class size penalty calculated at the school level average for district-operated schools of choice was $421,513. However, the class size penalty for these schools would have been $162,529,902 had the calculation been done at the classroom level. It is not known how many existing schools of choice would meet the required definition to be classified as a district innovation school of choice.

VI. **Technical Deficiencies:**

None.

VII. **Related Issues:**

None.

VIII. **Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 1002.31, 1002.33, and 1002.451.

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 Legg

A bill to be entitled
An act relating to school choice; amending s. 1002.31, F.S. specifying that the calculation for compliance with maximum class size requirements for a specified district innovation school of choice is at the school level; amending s. 1002.33, F.S.; requiring certain charter schools to include specified language in their charter contracts; amending s. 1002.451, F.S.; changing the term "innovation school of technology" to "innovation school of choice"; authorizing, rather than requiring, an innovation school of choice to adopt and implement a blended learning program; revising the guiding principles of an innovation school of choice; authorizing a district school board to operate one or more innovation schools of choice; revising the minimum content requirements of an application for an innovation school of choice; deleting a provision that authorizes a school to restructure the school day or school year for specified purposes; requiring the State Board of Education to review at a specified interval the performance metrics of each individual innovation school of choice for compliance with certain requirements; providing an effective date.

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

Section 1. Subsection (5) of section 1002.31, Florida Statutes, is amended to read:

(5) For a school or program that is a district innovation school of choice approved under s. 1002.451, this section, the calculation for compliance with maximum class size pursuant to s. 1003.03 is the average number of students at the school level.

Section 2. Paragraph (b) of subsection (16) of section 1002.33, Florida Statutes, is amended, and subsection (29) is added to that section, 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 for a charter school that complies with subsection (29).
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.
(29) In order for the calculation for compliance with maximum class size pursuant to s. 1003.03 to be the average at the school level, a charter school must work with its sponsor to
include in the charter contract language that:

(a) Clearly articulates how the charter school distinctly and uniquely defines and provides schoolwide innovation and what the school’s policies are for enrollment in the innovation school of choice.

(b) Specifies performance metrics, including, but not limited to, trends and targets for students’ performance improvement associated with the innovation.

(c) Requires that the status of the performance metrics be reviewed for compliance every 3 years in order for the calculation for compliance with maximum class size pursuant to s. 1003.03 to continue to be at the average at the school level.

Section 3. Section 1002.451, Florida Statutes, is amended to read:

1002.451 District innovation school of choice technology program.—

(1) DISTRICT INNOVATION SCHOOL OF CHOICE TECHNOLOGY.—

(a) A district school board may operate an innovation school of choice technology for the purpose of developing innovation, which may include, but is not limited to, the innovative use of industry-leading technology, while requiring high student academic achievement and accountability in exchange for flexibility and exemption from specified statutes and rules. The innovation school of choice technology shall operate within existing resources.

(b) An innovation school of choice may also offer a school that has, on a schoolwide basis, adopt and implement a blended learning program. A blended learning program is an education program in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, or pace and in part at a supervised brick-and-mortar location away from home. Blended learning models must include major components such as differentiated instruction, data-driven placement, flexible scheduling, differentiated teaching, and self-paced learning. The school may use one of the following blended learning models:

1. Flipped classroom model in which students use online instructional videos and practice concepts in the classroom with the support of the teacher;

2. Flex model in which students learn primarily online and teachers act as facilitators; or

3. Rotation model in which students move between different learning modalities, such as online instruction, teacher-directed instruction, seminar or group projects, and one-on-one teacher coaching. Rotation models include individual, station, and laboratory models.

(c) An innovation school of choice technology must be open to any student covered in an interdistrict agreement or residing in the school district in which the innovation school of choice technology is located. An innovation school of choice technology shall enroll an eligible student who submits a timely application if the number of applications does not exceed the capacity of a program, class, grade level, or building. If the number of applications exceeds capacity, all applicants shall have an equal chance of being admitted through a public random selection process. However, a district may give enrollment preference to students who identify the innovation school of choice.
(3) TERM OF PERFORMANCE CONTRACT.—An innovation school of choice technology shall comply with the following provisions of those sections:

(a) Before expiration of the performance contract, the school’s performance shall be evaluated against the eligibility criteria, purpose, guiding principles, and compliance with the contract to determine whether the contract may be renewed. The contract may be renewed every 5 years.

(b) The performance contract shall be terminated by the State Board of Education if:

1. The school receives a grade of “F” as an innovation school of choice technology for 2 consecutive years;

2. The school or district fails to comply with the criteria in this section;

3. The school or district does not comply with terms of the contract which specify that a violation results in termination;

or

4. Other good cause is shown.

(4) FUNDING.—A district school board operating an innovation school of choice technology shall report full-time equivalent students to the department in a manner prescribed by the department, and funding shall be provided through the Florida Education Finance Program as provided in ss. 1011.61 and 1011.62. An innovation school of choice technology may seek and receive additional funding through incentive grants or public or private partnerships.

(5) EXEMPTION FROM STATUTES.—

(a) An innovation school of choice technology is exempt from chapters 1000-1013. However, an innovation school of choice technology shall comply with the following provisions of those sections:

(c) Promote enhanced academic success and financial efficiency by aligning responsibility with accountability and innovation, which may include, but is not limited to, industry-leading technology.

(d) Measure student performance based on student learning growth, or based on student achievement if student learning growth cannot be measured.

(e) Provide a parent with sufficient information as to whether his or her child is reading at grade level and making learning gains each year.

(f) Incorporate industry certifications and similar recognitions into performance expectations.

(g) Focus on using innovation, which may include, but is not limited to, utilizing industry-leading hardware and software technology for student individual use and for developing to develop the school’s infrastructure in furtherance of this section.

(3) TERM OF PERFORMANCE CONTRACT.—An innovation school of choice technology may operate pursuant to a performance contract with the State Board of Education for a period of 5 years.

(codification)

Florida Senate - 2016
SB 1634

CODING: Words underlined are additions.
17. Laws pertaining to the following:
   a. Schools of technology, including this section.
   b. Student assessment program and school grading system.
   c. Services to students who have disabilities.
   d. Civil rights, including s. 1000.05, relating to discrimination.
   e. Student health, safety, and welfare.
2. Laws governing the election and compensation of district school board members and election or appointment and compensation of district school superintendents.
3. Section 1003.03, governing maximum class size, except that the calculation for compliance pursuant to s. 1003.03 is the average at the school level.
4. Sections 1012.22(1)(c) and 1012.27(2), relating to compensation and salary schedules.
5. Section 1012.33(5), relating to workforce reductions, for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.
6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011, for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.
7. Section 1012.34, relating to requirements for performance evaluations of instructional personnel and school administrators.
(b) An innovation school of choice technology shall also comply with chapter 119 and s. 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.
   (c) An innovation school of choice technology is exempt from ad valorem taxes and the State Requirements for Educational Facilities when leasing facilities.
   (6) APPLICATION PROCESS AND PERFORMANCE CONTRACT.—
   (a) A district school board may apply to the State Board of Education for an innovation school of choice technology if the district:
      1. Has at least 20 percent of its total enrollment in public school choice programs or at least 5 percent of its total enrollment in charter schools;
      2. Has no material weaknesses or instances of material noncompliance noted in the annual financial audit conducted pursuant to s. 218.39; and
      3. Has received a district grade of “A” or “B” in each of the past 3 years.
   (b) A district school board may operate one or more innovation schools of choice technology upon the school’s application being approved by the State Board of Education.
      1. A district school board may include multiple individual innovation schools of choice in an application; however, the application must specify for each school how the individual innovation school of choice will distinctly and uniquely comply on a schoolwide basis with this section. Each innovation school of choice identified in an application must be evaluated and approved or denied on an individual basis.
      2. A district school board may apply to the State Board of Education to establish additional schools of choice technology if each existing innovation school of choice
17-01664B-16
CODING: Words deleted are deletions; words underlined are additions.

2. Identify how the school will accomplish the purposes and guiding principles of this section;

3. Identify the statutes or rules from which the district is seeking a waiver for the school;

4. Identify and provide supporting documentation for the purpose and impact of each waiver, how each waiver would enable the school to achieve the purpose and guiding principles of this section, and how the school would not be able to achieve the purpose and guiding principles of this section without each waiver; and

5. Confirm that the school board remains responsible for the operation, control, and supervision of the school in accordance with all applicable laws, rules, and district procedures not waived pursuant to this section or waived pursuant to other applicable law;

6. Clearly articulate how the charter school distinctly and uniquely defines and provides schoolwide innovation and what the school’s policies are for enrollment in the innovation school of choice; and

7. Specify performance metrics, including, but not limited to, trends and targets for students’ performance improvement associated with the innovation.

(d) The State Board of Education shall approve or deny the application within 90 days or, with the agreement of the school district, at a later date.

(e) The performance contract must address the terms under which the State Board of Education may cancel the contract and, at a minimum, the methods by which:

1. Upon execution of the performance contract, the school district will plan the program during the first year, begin at least partial implementation of the program during the second year, complete at least partial implementation of the program during the third year, and continue to meet the requirements of this section; and

a. Seven in a school district that has 100,000 or more students;

b. Five in a school district that has 50,000 to 99,999 students;

c. Three in a school district that has fewer than 50,000 students.

(c) A school district that meets the eligibility requirements of paragraph (a) may apply to the State Board of Education at any time to enter into a performance contract to operate an innovation school of choice technology. The application for each school must, at a minimum:

1. Demonstrate how the school district meets and will continue to meet the requirements of this section;

2. Identify how the school will accomplish the purposes and guiding principles of this section;
year, and fully implement the program by the third year. A district may implement the program sooner than specified in this subparagraph if authorized in the performance contract.

2. The school will integrate innovation, which may include, but is not limited to, industry-leading technology, into instruction, assessment, and professional development. The school may also restructure the school day or school year in a way that allows it to best accomplish its goals.

3. The school and district will monitor performance progress based on skills that help students succeed in college and careers, including problem solving, research, interpretation, and communication.

4. The school will incorporate industry certifications and similar recognitions into performance expectations.

5. The school and district will comply with this section and the performance contract.

(f) Three or more contiguous school districts may apply to enter into a joint performance contract as a Region of Choice Technology, subject to terms and conditions contained in this section for a single school district.

(g) The State Board of Education shall monitor innovation schools of choice technology to ensure that the respective school district is in compliance with this section and the performance contract. The State Board of Education must review the performance metrics of each individual innovation school of choice every 3 years and determine each school to be in compliance in order for the calculation for compliance with maximum class size pursuant to s. 1003.03 for the school to be at the average school level as authorized under subparagraph 

(h) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to implement this section, including, but not limited to, an application, evaluation instrument, and renewal evaluation instrument.

(i) This section does not supersede the provisions of s. 768.28.

(7) REPORTS.—The school district of an innovation school of choice technology shall submit to the State Board of Education, the President of the Senate, and the Speaker of the House of Representatives an annual report by December 1 of each year which delineates the performance of the innovation school of choice technology as it relates to the academic performance of students. The annual report shall be submitted in a format prescribed by the Department of Education and must include, but need not be limited to, the following:

(a) Evidence of compliance with this section.

(b) Efforts to close the achievement gap.

(c) Longitudinal performance of students, by grade level and subgroup, in mathematics, reading, writing, science, and any other subject that is included as a part of the statewide assessment program in s. 1008.22.

(d) Longitudinal performance for students who take an Advanced Placement Examination, organized by age, gender, and race, and for students who participate in the National School Lunch Program.

(e) Number and percentage of students who take an Advanced Placement Examination.

(f) Identification and analysis of innovation, which may
include, but is not limited to, industry-leading technology, used to comply with this section, including, but not limited to, recommendations and lessons learned from such use.

Section 4. This act shall take effect upon becoming a law.
THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 1/28/16

Bill Number (if applicable) SB34

Amendment Barcode (If applicable)

Topic School Choice (class size)

Name Kevin Watson

Job Title Lobbyist

Address 213 S Adam Street

Tallahassee FL

Phone 850-224-2078

Email kevin.watson@florida.gov

City State Zip

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

Representing Florida Education Association

Appearing at request of Chair: □ Yes □ No Lobbyist registered with Legislature: □ Yes □ No

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

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S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

Meeting Date: 1/28/16

Bill Number (if applicable): 1684

Amendment Barcode (if applicable):

Topic: School Choice

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Job Title: Gov. Relations Consultant

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State: FL

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Phone: (205) 246-3732

Email: mbailey@bdesq.com

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

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

Representing: Broward County Public Schools

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

Lobbyist registered with Legislature: [ ] Yes [ ] No

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

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The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT
(This document is based on the provisions contained in the legislation as of the latest date listed below.)

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

BILL: PCS/SB 7036 (163570)
INTRODUCER: Governmental Oversight and Accountability Committee
SUBJECT: School District Purchasing
DATE: January 29, 2016

I. Summary:

PCS/SB 7036 requires each district school board and Florida College System institution board of trustees to review the purchasing agreements and state term contracts available through the Department of Management Services pursuant to s. 287.056, F.S., before purchasing nonacademic commodities and services. The bill also:

• Requires each bid specification for nonacademic commodities and services include a statement that the purchasing agreements and state term contracts have been reviewed, and
• Authorizes each district school board to use the cooperative state purchasing programs managed through the regional consortium service organizations.

The bill may result in indeterminate cost savings by district school boards.

The bill takes effect July 1, 2016.

II. Present Situation:

Chapter 287, Florida Statutes

Chapter 287, F.S., regulates state agency\(^1\) procurement of personal property and services.\(^2\) Agencies may use a variety of procurement methods, depending on the cost and characteristics

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\(^1\) As defined in s. 287.012(1), F.S., “agency” means any of the various state officers, departments, boards, commissions, divisions, bureaus, and councils and any other unit of organization, however designated, of the executive branch of state government. “Agency” does not include the university and college boards of trustees or the state universities and colleges.

\(^2\) Local governments are not subject to the provisions of ch. 287, F.S. Local governmental units may look to the chapter for guidance in the procurement of goods and services, but many have local policies or ordinances to address competitive solicitations.
of the needed good or service, the complexity of the procurement, and the number of available vendors. These include the following:

- "Single source contracts," which are used when an agency determines that only one vendor is available to provide a commodity or service at the time of purchase;
- "Invitations to bid," which are used when an agency determines that standard services or goods will meet needs, wide competition is available, and the vendor's experience will not greatly influence the agency's results;
- "Requests for proposals," which are used when the procurement requirements allow for consideration of various solutions and the agency believes more than two or three vendors exist who can provide the required goods or services; and
- "Invitations to negotiate," which are used when negotiations are determined to be necessary to obtain the best value and involve a request for high complexity, customized, mission-critical services, by an agency dealing with a limited number of vendors.³

Contracts for commodities or contractual services in excess of $35,000 must be procured utilizing a competitive solicitation process.⁴ However, specified contractual services and commodities are not subject to competitive-solicitation requirements.⁵

The chapter establishes a process by which a person may file an action protesting a decision or intended decision pertaining to contracts administered by the Department of Management Services (DMS), a water management district, or state agencies.⁶

**State Contracts and Purchasing Agreements**

DMS’s Division of State Purchasing procures state term contracts and establishes purchasing agreements for selected products and services.⁷ Section 287.056(1), F.S., requires state agencies to purchase commodities and contractual services from purchasing agreements and state term contracts in accordance with s. 287.057, F.S. Other eligible users of state term contracts and purchasing agreements include any local government, school board or other special district, authority, or government entity and any independent, nonprofit college or university located within the state and accredited by the Southern Association of Colleges and Schools.⁸ Statewide contracts and purchasing agreements enable eligible users to pool their buying power to lower total costs and reduce administrative burden in the purchase of products and services.

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³ See ss. 287.012(6) and 287.057, F.S.
⁴ Section 287.057(1), F.S., requires all projects that exceed the Category Two ($35,000) threshold contained in s. 287.017, F.S., to be competitively bid. As defined in s. 287.012(6), F.S., “competitive solicitation” means the process of requesting and receiving two or more sealed bids, proposals, or replies submitted by responsive vendors in accordance with the terms of a competitive process, regardless of the method of procurement.
⁵ See s. 287.057(3)(e), F.S.
⁶ See ss. 287.042(2)(c) and 120.57(3), F.S.
⁷ Section 287.042(1)(a) and (2)(a), F.S.
⁸ See s. 287.056(1), F.S., and Rule 60A-1.005, F.A.C.
District School Boards

Purchases and leases by school districts must comply with requirements of law and rules of the State Board of Education.9 Each school district is required to establish purchasing rules.10 Section 1010.04(3), F.S., permits the district school board to purchase from current county contracts if such contracts are to the economic advantage of these entities and the county purchasing agent is authorized by law to make purchases for the benefit of other governmental agencies within the county.

Section 1001.451, F.S., authorizes school districts with 20,000 or fewer unweighted full-time equivalent students to enter into cooperative agreements to form regional consortium service organizations to provide purchasing.

Section 1006.27, F.S., requires the Department of Education to assist district school boards with procuring school buses, contractual needs, equipment, and supplies at reasonable prices by providing a plan under which district school boards may voluntarily pool their bids for such purchases.

Section 1006.283, F.S., authorizes a consortium of school districts to implement an instructional materials program that includes purchase of instructional materials.

III. Effect of Proposed Changes:

Section 1 amends s. 1010.04, F.S., to require each district school board and Florida College System institution board of trustees to review the purchasing agreements and state term contracts available through the Department of Management Services under s. 287.056, F.S., before purchasing nonacademic commodities and services. The bill also:

- Requires each bid specification for nonacademic commodities and services include a statement that the purchasing agreements and state term contracts have been reviewed, and
- Authorizes each district school board to use the cooperative state purchasing programs managed through the regional consortium service organizations.

Section 2 provides an effective date of July 1, 2016.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

The mandate restrictions do not apply because the bill does not require counties and municipalities to spend funds, reduce counties’ or municipalities’ ability to raise revenue, or reduce the percentage of state tax shares with counties and municipalities.

B. Public Records/Open Meetings Issues:

None.

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9 Section 1010.04(1)(a), F.S. See also s. 1001.42(12)(j), F.S.
10 Section 1010.04(2), F.S. See also Rule 6A-1.012, F.A.C.
C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

PCS/SB 7036 may shift some contracting dollars towards businesses that have entered into purchasing agreements with the DMS and vendors who hold state term contracts.

C. Government Sector Impact:

District school boards and Florida College System institutions may realize some cost savings to the extent goods and services are available at lower costs through the state term contracts and purchasing agreements. District school boards may also realize cost savings by utilizing cooperative state purchasing programs managed through regional consortium service organizations.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill amends section 1010.04 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.)

Recommended CS by Appropriations Subcommittee on Education on January 28, 2016:

The committee substitute:

- Requires district school boards to review the Department of Management Services’ purchasing agreements and state term contracts prior to purchasing nonacademic commodities and contractual services, rather than requiring district school boards use these purchasing agreements and state term contracts, and extends the review requirement to Florida College System institution boards of trustees.
• Requires each bid specification for nonacademic commodities and services include a statement that the purchasing agreements and state term contracts have been reviewed.
• Authorizes each district school board to use the cooperative state purchasing programs managed through the regional consortium service organizations.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
Appropriations Subcommittee on Education (Ring) recommended the following:

Senate Amendment (with title amendment)

Delete line 24 and insert:
agreements and contracts, or the cooperative state purchasing programs managed through regional consortium service organizations pursuant to s. 1001.451(3). For each determination that the

------------------ TITLE AMENDMENT ------------------
And the title is amended as follows:

Delete line 6

and insert:

services under certain circumstances or specified cooperative state purchasing programs; requiring a
Appropriations Subcommittee on Education (Ring) recommended the following:

Senate Substitute for Amendment (953366) (with title amendment)

Delete lines 19 - 28
and insert:
(b) Before purchasing nonacademic commodities and contractual services, each district school board and Florida College System institution board of trustees shall review the purchasing agreements and state term contracts available under s. 287.056 to determine whether it is in the board’s or the
board of trustees’ economic advantage to use the agreements and contracts. Each bid specification for nonacademic commodities and contractual services must include a statement indicating that the purchasing agreements and state term contracts available under s. 287.056 have been reviewed. Each district school board may also use the cooperative state purchasing programs managed through the regional consortiums service organizations pursuant to their authority under s. 1001.451(3).

And the title is amended as follows:

Delete lines 4 – 8 and insert:

school board and Florida College System institution board of trustees to review certain agreements and contracts before purchasing nonacademic commodities and contractual services under certain circumstances to determine whether their use is economically advantageous; requiring that bid specifications include a specified statement; authorizing each district school board to also use specified cooperative state purchasing programs;
A bill to be entitled

An act relating to school district purchasing;
amending s. 1010.04, F.S.; requiring each district
school board to use certain agreements and contracts
for purchasing nonacademic commodities and contractual
services under certain circumstances; requiring a
district school board to post a written justification
for certain determinations on the board’s website;
providing an effective date.

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

Section 1. Subsection (1) of section 1010.04, Florida
Statutes, is amended to read:

(1)(a) Purchases and leases by school districts and Florida
College System institutions shall comply with the requirements
of law and rules of the State Board of Education.

(b) For purchasing nonacademic commodities and contractual
services, each district school board must use the purchasing
agreements and state term contracts available under s. 287.056,
unless the district school board determines that it is not to
the economic advantage of that school district to use the
agreements and contracts. For each determination that the
agreements and contracts are not to the economic advantage of
the school district, the district school board must provide a
written statement justifying such determination and post the
statement on the district school board’s website.

(c) Purchases and leases by state universities shall

Section 2. This act shall take effect July 1, 2016.
December 22, 2015

The Honorable Don Gaetz
Appropriations Subcommittee on Education
201 The Capitol
404 South Monroe Street
Tallahassee, FL 32399

Dear Mr. Chairman,

I am writing to respectfully request your cooperation in placing Senate Bill 7036, relating to School District Purchasing, on the Education Appropriations agenda at your earliest convenience. I would greatly appreciate the opportunity to discuss the bill at greater length before your committee.

Thank you in advance for your assistance. As always, please do not hesitate to contact me with any questions or comments you may have.

Very Truly Yours,

Jeremy Ring
Senator District 29

cc: Tim Elwell, Staff Director
    JoAnne Bennett, Committee Administrative Assistant
THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 11/28/16

Bill Number (if applicable) 7036

Amendment Barcode (if applicable) 337882

Topic 7036 - 337882

Name Spencer Pylant

Job Title Communications & Gov' t Relations Liaison

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Address City Land O' Lakes

Address State FL

Address Zip 34638

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against

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

Representing Pasco County Schools

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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

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S-001 (10/14/14)
THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 1/28/16

Bill Number (if applicable) 7036

Amendment Barcode (if applicable) 337882

Topic School District Purchasing

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Job Title Legislative Liaison

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Wellington FL 33414

Phone 561-644-2439

Email VA Crawford for more information

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

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

Representing Charlotte, Collier, Palm Beach, Treasure Coast School Districts

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

Lobbyist registered with Legislature: [ ] Yes [ ] No

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THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 1/28/16

Bill Number (if applicable) 7036

Amendment Barcode (if applicable)

Topic 7036

Name Spencer Pylant

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Speaking: ☑ For ☐ Against ☐ Information

Waive Speaking: ☑ In Support ☐ Against

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

Representing Pasco County Schools

Appearing at request of Chair: ☑ Yes ☐ No Lobbyist registered with Legislature: ☑ Yes ☐ No

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THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 1/28/10

Bill Number (if applicable) 7036

Amendment Barcode (if applicable)

Topic School District Purchasing

Name Courtney Larkin

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Speaking: [x] For  [ ] Against  [ ] Information

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

Representing Panhandle Area Education Consortium

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

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

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S-001 (10/14/14)
## Education Appropriations

<table>
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<th>FY 2016-2017 Chair's Proposed Budget</th>
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<tbody>
<tr>
<td>FTE</td>
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## Early Learning Services

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# Early Learning Services

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## Division of Public Schools - FEFP

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**G/A-INSTRUCTIONAL MATERIALS**

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**G/A - AFTER CARE AND MENTORING PROGRAM**

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**G/A - ASSIST LOW PERFORMING SCHOOLS**

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**G/A - MENTORING/STUDENT ASSISTANCE**

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1/27/2016
## Division of Public Schools - State Grants/Non - FEFP

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**Chair's Proposed Budget.xlsx**

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1/27/2016
### Appropriation Category

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<td><strong>G/A - CAPE ACADEMY STARTUP GRANTS</strong></td>
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## Division of Public Schools - State Grants/Non - FEFP

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## Division of Public Schools - State Grants/Non - FEFP

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### Appropriation Category

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| TOTAL, STATE GRANTS/NON-FEFP                                                          | GR: 141,449,611 Other Trust: 6,910,124 Total: 148,359,735 Non-Rec: 170
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# Division of Public Schools - Educational Media & Technology

## Appropriation Category

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## State Board of Education

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### Appropriation Category

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#### TOTAL, ED FACILITIES RES & DEV PROJECTS
- 503,241
- 200,000
- 200,000
- 503,241

#### TOTAL, RISK MANAGEMENT INSURANCE
- 99,464
- 286,296
- 385,760

#### TR/DMS/HR SERVICES STW CONTRACT
- 133,756
- 234,280
- 368,036

#### TOTAL, TR/DMS/HR SERVICES STW CONTRACT
- 133,756
- 234,280
- 368,036

#### STATE DATA CENTER - AST
- 110,046
- 141,674
- 251,720

#### TOTAL, DATA PROCESSING SERVICES/STATE DATA CENTER (AST)
- 110,046
- 141,674
- 251,720

#### DATA PROCESSING SERVICES / EDU TECH / INFO SVCS
- 4,737,114
- 9,689,526
- 14,426,640

#### TOTAL, DATA PROCESSING SERVICES
- 4,737,114
- 9,689,526
- 14,426,640

#### DATA PROCESSING SERVICES/NORTHWEST REGIONAL DATA CENTER
- 1,689,241
- 4,505,580
- 6,194,821

#### TOTAL, DP SERVICES/NORTHWEST REGIONAL DATA CENTER
- 1,689,241
- 4,505,580
- 6,194,821

#### TOTAL, STATE BOARD OF EDUCATION
- 989.00
- 82,443,554
- 146,937,058
- 229,380,612

#### SALARY RATE - currently authorized
- 50,752,893

#### Deletion of Vacant Positions
- (927,878)

#### TOTAL SALARY RATE
- 49,825,015
# Higher Education Appropriations

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<td>Florida Colleges</td>
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# District Workforce Education

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Chair's Proposed Budget.xlsx

Page 18 of 33

1/27/2016
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## State University System

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Chair's Proposed Budget.xlsx

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1/27/2016
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## Vocational Rehabilitation

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## Vocational Rehabilitation

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## Blind Services

### FY 2016-2017 Chair’s Proposed Budget

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### Blind Services

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## Blind Services

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Chair's Proposed Budget.xlsx
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1/27/2016
# Private Colleges & Universities

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<th>Appropriation Category</th>
<th>FY 2016-2017 Chair's Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GR</td>
</tr>
<tr>
<td>Florida Work Experience</td>
<td>1,569,922</td>
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<tr>
<td>Rosewood Family Scholarships</td>
<td>256,747</td>
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<tr>
<td>Honorably Discharged Graduate Assistance Program</td>
<td>1,000,000</td>
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<tr>
<td>Deduct Prior Year Nonrecurring</td>
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<tr>
<td>Fund Shift from GR to EETF Based on Estimating Conference</td>
<td>(4,843,269)</td>
</tr>
<tr>
<td>Workload - Children and Spouses of Deceased/Disabled Veterans (CSDDV)</td>
<td>1,745,529</td>
</tr>
<tr>
<td>TOTAL, STUDENT FINANCIAL AID</td>
<td>88,788,023</td>
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<tr>
<td>JOSE MARTI SCH CHALL GRANT</td>
<td>50,000</td>
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<tr>
<td>TOTAL, JOSE MARTI SCH CHALL GRANT</td>
<td>50,000</td>
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<tr>
<td>TRANSFER/FL EDUCATION FUND</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Deduct Prior Year Nonrecurring</td>
<td>(500,000)</td>
</tr>
<tr>
<td>TOTAL, TRANSFER/FL EDUCATION FUND</td>
<td>3,000,000</td>
</tr>
<tr>
<td>TOTAL, STUDENT FINANCIAL AID STATE</td>
<td>115,090,662</td>
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<td>Appropriation Category</td>
<td>FY 2016-2017 Chair's Proposed Budget</td>
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<tr>
<td>----------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
<td>GR</td>
</tr>
<tr>
<td>STUDENT FINANCIAL AID</td>
<td></td>
</tr>
<tr>
<td>TOTAL, STUDENT FINANCIAL AID</td>
<td></td>
</tr>
<tr>
<td>TRANSFER/DEFAULT FEES</td>
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<tr>
<td>TOTAL, TRANSFER/DEFAULT FEES</td>
<td></td>
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<tr>
<td>TOTAL, STUDENT FINANCIAL AID - FEDERAL</td>
<td></td>
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## Board of Governors

### FY 2016-2017 Chair's Proposed Budget

<table>
<thead>
<tr>
<th>Appropriation Category</th>
<th>FTE</th>
<th>GR</th>
<th>Other Trust</th>
<th>Total</th>
<th>Non-Rec</th>
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<tbody>
<tr>
<td>SALARIES AND BENEFITS</td>
<td>63.00</td>
<td>5,631,851</td>
<td>699,518</td>
<td>6,331,369</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL, SALARIES AND BENEFITS</td>
<td>63.00</td>
<td>5,631,851</td>
<td>699,518</td>
<td>6,331,369</td>
<td>-</td>
</tr>
<tr>
<td>OTHER PERSONAL SERVICES</td>
<td>51,310</td>
<td>20,785</td>
<td>72,095</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL, OTHER PERSONAL SERVICES</td>
<td>51,310</td>
<td>20,785</td>
<td>72,095</td>
<td>-</td>
<td>-</td>
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<tr>
<td>EXPENSES</td>
<td>715,329</td>
<td>271,799</td>
<td>987,128</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL, EXPENSES</td>
<td>715,329</td>
<td>271,799</td>
<td>987,128</td>
<td>-</td>
<td>-</td>
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<tr>
<td>OPERATING CAPITAL OUTLAY</td>
<td>11,782</td>
<td>5,950</td>
<td>17,732</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL, OPERATING CAPITAL OUTLAY</td>
<td>11,782</td>
<td>5,950</td>
<td>17,732</td>
<td>-</td>
<td>-</td>
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<tr>
<td>CONTRACTED SERVICES</td>
<td>240,127</td>
<td>23,000</td>
<td>263,127</td>
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<tr>
<td>Building Renovation</td>
<td>69,214</td>
<td>69,214</td>
<td>69,214</td>
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<td>-</td>
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<tr>
<td>TOTAL, CONTRACTED SERVICES</td>
<td>309,341</td>
<td>23,000</td>
<td>332,341</td>
<td>69,214</td>
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<tr>
<td>RISK MANAGEMENT INSURANCE</td>
<td>11,937</td>
<td>11,937</td>
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<tr>
<td>TOTAL, TR/DMS/HR SVCS/STW CONTRCT</td>
<td>11,937</td>
<td>-</td>
<td>11,937</td>
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<td>-</td>
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<tr>
<td>TR/DMS/HR SVCS/STW CONTRCT</td>
<td>17,351</td>
<td>4,385</td>
<td>21,736</td>
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<td>-</td>
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<tr>
<td>TOTAL, TR/DMS/HR SVCS/STW CONTRCT</td>
<td>17,351</td>
<td>4,385</td>
<td>21,736</td>
<td>-</td>
<td>-</td>
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<tr>
<td>NORTHWEST REGIONAL DC</td>
<td>123,516</td>
<td>123,516</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Increased Workload for Data Center to Support an Agency</td>
<td>16,772</td>
<td>16,772</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL, NORTHWEST REGIONAL DC</td>
<td>140,288</td>
<td>-</td>
<td>140,288</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL, BOARD OF GOVERNORS</td>
<td>63.00</td>
<td>6,889,189</td>
<td>1,025,437</td>
<td>7,914,626</td>
<td>69,214</td>
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<tr>
<td>SALARY RATE - currently authorized</td>
<td>-</td>
<td>-</td>
<td>4,734,791</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL, SALARY RATE</td>
<td>-</td>
<td>-</td>
<td>4,734,791</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### 2016-2017 FEFP - CHAIRMAN’S RECOMMENDATION, JANUARY 28, 2016

Public Schools Funding Summary, Comparison with 2015-2016

Total All Districts

<table>
<thead>
<tr>
<th>Major FEFP Formula Components</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>Difference</th>
<th>Percentage Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unweighted FTE</td>
<td>2,771,605.53</td>
<td>2,807,099.96</td>
<td>35,494.43</td>
<td>1.28%</td>
</tr>
<tr>
<td>2 Weighted FTE</td>
<td>3,007,574.52</td>
<td>3,035,153.36</td>
<td>27,578.84</td>
<td>0.92%</td>
</tr>
<tr>
<td>3 School Taxable Value (Tax Roll)</td>
<td>1,646,855,795,304</td>
<td>1,750,543,810,661</td>
<td>103,688,015,357</td>
<td>6.30%</td>
</tr>
<tr>
<td>4 Required Local Effort Millage</td>
<td>4,984</td>
<td>4,984</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>5 Discretionary Millage</td>
<td>0.748</td>
<td>0.748</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>6 Total Millage</td>
<td>5.732</td>
<td>5.732</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>7 Base Student Allocation</td>
<td>4,154.45</td>
<td>4,235.79</td>
<td>81.34</td>
<td>1.96%</td>
</tr>
</tbody>
</table>

#### WFTE x BSA x DCD (Base FEFP)
- 2015-2016: 12,503,847,184
- 2016-2017: 12,866,067,286
- Difference: 362,220,102
- Percentage Difference: 2.90%

#### Declining Enrollment Allocation
- 2015-2016: 3,056,303
- 2016-2017: 669,950
- Difference: -2,386,353
- Percentage Difference: -78.08%

#### Sparsity Supplement
- 2015-2016: 52,800,000
- 2016-2017: 52,800,000
- Difference: 0
- Percentage Difference: 0.00%

#### State Funded Discretionary Contribution
- 2015-2016: 15,661,510
- 2016-2017: 17,232,523
- Difference: 1,571,013
- Percentage Difference: 10.03%

#### .748 Mill Compression
- 2015-2016: 187,647,409
- 2016-2017: 202,076,070
- Difference: 14,428,661
- Percentage Difference: 7.69%

#### Total FEFP
- 2015-2016: 15,361,876,700
- 2016-2017: 15,899,979,582
- Difference: 538,102,882
- Percentage Difference: 3.50%

#### Less: Required Local Effort
- 2015-2016: 7,605,790,301
- 2016-2017: 8,039,839,565
- Difference: 434,049,264
- Percentage Difference: 5.71%

#### Net State FEFP Funds
- 2015-2016: 7,756,086,399
- 2016-2017: 7,860,140,017
- Difference: 104,053,618
- Percentage Difference: 1.34%

#### Total Categorical Funding
- 2015-2016: 3,169,608,207
- 2016-2017: 3,208,601,073
- Difference: 38,992,866
- Percentage Difference: 1.23%

#### Total State Funding
- 2015-2016: 10,925,694,606
- 2016-2017: 11,068,741,090
- Difference: 143,046,484
- Percentage Difference: 1.31%

#### Total Local Funding
- 2015-2016: 7,605,790,301
- 2016-2017: 8,039,839,565
- Difference: 434,049,264
- Percentage Difference: 5.71%

#### State Categorical Programs
- Discretionary Lottery/School Recognition: 134,582,877
- Class Size Reduction Allocation: 3,035,025,330
- Total Categorical Funding: 3,169,608,207
- Total State Funding: 10,925,694,606
- Total Local Funding: 7,605,790,301
- Total Funding: 19,698,708,937

#### Total Funds per FTE
- 2015-2016: 7,107.33
- 2016-2017: 7,249.23
- Difference: 141.90
- Percentage Difference: 2.00%
A bill to be entitled

An act making appropriations; providing moneys for the annual period beginning July 1, 2016, and ending June 30, 2017, and supplemental appropriations for the period ending June 30, 2016, to pay salaries and other expenses, capital outlay - buildings, and other improvements, and for other specified purposes of the various agencies of state government; providing for contingent retroactive operation; providing effective dates.

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

The moneys contained herein are appropriated from the named funds for Fiscal Year 2016-2017 to the state agency indicated, as the amounts to be used to pay the salaries, other operational expenditures, and fixed capital outlay of the named agencies, and are in lieu of all moneys appropriated for these purposes in other sections of the Florida Statutes.

SECTION 1 - EDUCATION ENHANCEMENT "LOTTERY" TRUST FUND

The moneys contained herein are appropriated from the Education Enhancement 'Lottery' Trust Fund to the state agencies indicated.

EDUCATION, DEPARTMENT OF

Funds provided in sections 1 and 2 of this act as Grants and Aids-Special Categories or as Grants and Aids-Aid to Local Governments may be advanced quarterly throughout the fiscal year based on projects, grants, contracts, and allocation conference documents. Of the funds provided in Specific Appropriations 65, 69, 69A, 70 through 78, and 151, 60 percent of general revenue shall be released at the beginning of the first quarter and the balance at the beginning of the third quarter.

OFFICE OF STUDENT FINANCIAL ASSISTANCE

PROGRAM: STUDENT FINANCIAL AID PROGRAM - STATE

4 SPECIAL CATEGORIES
   GRANTS AND AIDS - FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

From the funds in Specific Appropriation 4, the Bright Futures award per credit hour or credit hour equivalent for the 2016-2017 academic year shall be as follows:

Academic Scholars
   4-Year Institutions..........................$103
   2-Year Institutions.........................$ 63
   Upper-Division Programs at Florida Colleges...$ 71
   Career/Technical Centers...................$ 52

Medallion Scholars
   4-Year Institutions..........................$ 77
   2-Year Institutions.........................$ 63
   Upper-Division Programs at Florida Colleges...$ 53
   Career/Technical Centers...................$ 39

Gold Seal Vocational Scholars
   Career Certificate Program.................$ 39
   Applied Technology Diploma Program.......$ 39
   Technical Degree Education Program......$ 48

The additional stipend for Top Scholars shall be $44 per credit hour.

5 SPECIAL CATEGORIES
   FIRST GENERATION IN COLLEGE MATCHING GRANT PROGRAM

From the funds provided in Specific Appropriation 5, $1,327,166 shall be allocated to First Generation in College Matching Grant Programs at Florida colleges for need-based financial assistance as provided in section 1009.701, Florida Statutes. If required matching funds are not raised by participating Florida colleges or state universities by December 1, 2016, the remaining funds shall be reallocated to First Generation in College Matching Grant Programs at
Florida colleges or state universities that have remaining unmatched private contributions.

6 FINANCIAL ASSISTANCE PAYMENTS
   STUDENT FINANCIAL AID

Funds in Specific Appropriation 6 are allocated in Specific Appropriation 76. These funds are provided for Florida Student Assistance Grant (FSAG) public full-time and part-time programs.

PUBLIC SCHOOLS, DIVISION OF

PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP

The calculations of the Florida Education Finance Program (FEFP) for the 2016-2017 fiscal year are incorporated by reference in SPS 2500. The calculations are the basis for the appropriations made in the General Appropriations Act in Specific Appropriations 7, 8, 9, 94, and 95.

7 AID TO LOCAL GOVERNMENTS
   GRANTS AND AIDS - FLORIDA EDUCATIONAL
   FINANCE PROGRAM

Funds provided in Specific Appropriation 7 are allocated as provided in Specific Appropriation 94.

8 AID TO LOCAL GOVERNMENTS
   GRANTS AND AIDS - CLASS SIZE REDUCTION

Funds in Specific Appropriations 8 and 95 are provided to implement the requirements of sections 1003.03 and 1011.685, Florida Statutes. The class size reduction allocation factor for grades prekindergarten to grade 3 shall be $1,323.31, for grades 4 to 8 shall be $902.63, and for grades 9 to 12 shall be $904.81. The class size reduction allocation shall be recalculated based on enrollment through the October 2016 FPP survey except as provided in section 1003.03(4), Florida Statutes. If the total class size reduction allocation is greater than the appropriation in Specific Appropriations 8 and 95, funds shall be prorated to the level of the appropriation based on each district’s calculated amount. The Commissioner of Education may withhold disbursement of these funds until a district is in compliance with reporting information required for class size reduction implementation.

9 AID TO LOCAL GOVERNMENTS
   GRANTS AND AIDS - DISTRICT LOTTERY AND
   SCHOOL RECOGNITION PROGRAM

Funds in Specific Appropriation 9 are provided for the Florida School Recognition Program to be allocated as awards of up to $100 per student to qualified schools pursuant to section 1008.36, Florida Statutes.

If there are funds remaining after payment to qualified schools, the balance shall be allocated as discretionary lottery funds to all school districts based on each district’s K-12 base funding. From these funds, school districts shall allocate up to $5 per unweighted student to be used at the discretion of the school advisory council pursuant to section 24.12(5), Florida Statutes. If funds are insufficient to provide $5 per student, the available funds shall be prorated.

PROGRAM: WORKFORCE EDUCATION

10 AID TO LOCAL GOVERNMENTS
   WORKFORCE DEVELOPMENT

Funds in Specific Appropriation 10 are allocated in Specific Appropriation 122. These funds are provided for school district workforce education programs as defined in section 1004.02(25), Florida Statutes.

FLORIDA COLLEGES, DIVISION OF

PROGRAM: FLORIDA COLLEGES

12 AID TO LOCAL GOVERNMENTS
   GRANTS AND AIDS - FLORIDA COLLEGE SYSTEM
   PROGRAM FUND

The funds in Specific Appropriation 12 shall be allocated as follows:

2
<table>
<thead>
<tr>
<th>Institution</th>
<th>Appropriation Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Florida State College</td>
<td>10,084,629</td>
</tr>
<tr>
<td>Broward College</td>
<td>20,111,989</td>
</tr>
<tr>
<td>College of Central Florida</td>
<td>5,286,608</td>
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<tr>
<td>Chipola College</td>
<td>3,059,788</td>
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<tr>
<td>Daytona State College</td>
<td>12,019,724</td>
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<tr>
<td>Florida SouthWestern State College</td>
<td>7,317,666</td>
</tr>
<tr>
<td>Florida State College at Jacksonville</td>
<td>18,075,220</td>
</tr>
<tr>
<td>Florida Keys Community College</td>
<td>1,545,029</td>
</tr>
<tr>
<td>Gulf Coast State College</td>
<td>5,064,972</td>
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<tr>
<td>Hillsborough Community College</td>
<td>13,691,024</td>
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<tr>
<td>Indian River State College</td>
<td>11,107,776</td>
</tr>
<tr>
<td>Florida Gateway College</td>
<td>3,143,611</td>
</tr>
<tr>
<td>Lake-Sumter State College</td>
<td>3,130,218</td>
</tr>
<tr>
<td>State College of Florida, Manatee-Sarasota</td>
<td>5,350,950</td>
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<tr>
<td>Miami Dade College</td>
<td>40,789,974</td>
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<tr>
<td>North Florida Community College</td>
<td>1,710,202</td>
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<tr>
<td>Northwest Florida State College</td>
<td>4,486,481</td>
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<tr>
<td>Palm Beach State College</td>
<td>13,313,362</td>
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<td>Pasco-Hernando State College</td>
<td>6,503,363</td>
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<td>Pensacola State College</td>
<td>8,112,471</td>
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<tr>
<td>Folk State College</td>
<td>6,418,489</td>
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<tr>
<td>Saint Johns River State College</td>
<td>4,208,432</td>
</tr>
<tr>
<td>Saint Petersburg College</td>
<td>16,179,031</td>
</tr>
<tr>
<td>Santa Fe College</td>
<td>8,187,026</td>
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<tr>
<td>Seminole State College of Florida</td>
<td>9,098,533</td>
</tr>
<tr>
<td>South Florida State College</td>
<td>3,713,876</td>
</tr>
<tr>
<td>Tallahassee Community College</td>
<td>7,419,112</td>
</tr>
<tr>
<td>Valencia College</td>
<td>16,087,379</td>
</tr>
</tbody>
</table>

**UNIVERSITIES, DIVISION OF**

**PROGRAM: EDUCATIONAL AND GENERAL ACTIVITIES**

Funds in Specific Appropriations 13 through 17 shall be expended in accordance with operating budgets which must be approved by each university's board of trustees.

13   **AID TO LOCAL GOVERNMENTS**

   **GRANTS AND AIDS - EDUCATION AND GENERAL ACTIVITIES**

Funds in Specific Appropriation 13 shall be allocated as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Appropriation Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>49,297,590</td>
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<tr>
<td>Florida State University</td>
<td>41,188,007</td>
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<tr>
<td>Florida A&amp;M University</td>
<td>15,552,660</td>
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<tr>
<td>University of South Florida</td>
<td>36,747,708</td>
</tr>
<tr>
<td>University of South Florida, St. Petersburg</td>
<td>1,522,751</td>
</tr>
<tr>
<td>University of South Florida, Sarasota/Manatee</td>
<td>1,380,749</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>21,895,588</td>
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<tr>
<td>University of West Florida</td>
<td>8,247,225</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>37,711,928</td>
</tr>
<tr>
<td>Florida International University</td>
<td>32,240,331</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>13,429,438</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>7,461,953</td>
</tr>
<tr>
<td>New College of Florida</td>
<td>1,083,510</td>
</tr>
<tr>
<td>Florida Polytechnic University</td>
<td>284,242</td>
</tr>
</tbody>
</table>
The moneys contained herein are appropriated from the named funds to the Department of Education as the amounts to be used to pay the salaries, other operational expenditures and fixed capital outlay.

EDUCATION, DEPARTMENT OF

VOCATIONAL REHABILITATION

For funds in Specific Appropriations 30 through 44 for the Vocational Rehabilitation Program, the Department of Education is the designated state agency for purposes of compliance with the Federal Rehabilitation Act of 1973, as amended.

If the department identifies additional resources that may be used to maximize federal matching funds for the Vocational Rehabilitation Program, the department shall submit a budget amendment prior to the expenditure of the funds, in accordance with the provisions of chapter 216, Florida Statutes.

33 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - ADULTS WITH DISABILITIES
FUNDS

Funds in Specific Appropriation 33 shall be allocated as follows:

Inclusive Transition and Employment Management Program
(ITEM) ................................................................. 1,000,000
Our Pride Academy.................................................. 1,200,000
Flagler Adults with Disabilities................................. 535,892
Jackson Adults with Disabilities Program...................... 1,019,247
Miami-Dade Adults with Disabilities Program................ 1,125,208
Sunter Adults with Disabilities Program....................... 42,500
Palm Beach Habilitation Center................................. 225,000
Community Based Supported Employment........................ 114,723
Adults with Disabilities - Helping People Succeed........... 109,006
Broward County Public Schools Adults with Disabilities..... 800,000

Funds provided in Specific Appropriation 33 for the Inclusive Transition and Employment Management Program (ITEM) shall be used to provide young adults with disabilities who are between the ages of 16 and 28 with transitional skills, education, and on-the-job experience to allow them to acquire and retain permanent employment.

37 SPECIAL CATEGORIES
GRANTS AND AIDS - INDEPENDENT LIVING
SERVICES

Funds provided in Specific Appropriation 37 shall be allocated to the Centers for Independent Living and shall be distributed according to the formula in the 2005-2007 State Plan for Independent Living. From the Federal Rehabilitation Trust Fund allocation, $3,472,193 shall be funded from Social Security reimbursements (program income) provided that the Social Security reimbursements are available.

The State Plan for Independent Living may include provisions related to financial needs testing and financial participation of consumers, as agreed upon by all signatories to the plan.

44 DATA PROCESSING SERVICES
NORTHWEST REGIONAL DATA CENTER (NWRC)

The funds provided in Specific Appropriation 44 shall not be utilized for any costs related to the potential expansion of floor space operated and managed by the Northwest Regional Data Center.

BLIND SERVICES, DIVISION OF

52 SPECIAL CATEGORIES
GRANTS AND AIDS - CLIENT SERVICES

Funds in Specific Appropriation 52 shall be allocated as follows:

Lighthouse for the Blind and Visually Impaired - Pasco/Hernando.................................................. 100,000
Lighthouse for the Blind and Visually Impaired - Miami..... 150,000
Lighthouse for the Blind and Visually Impaired - Orange..... 250,000
Florida Association of Agencies Serving the Blind................ 1,000,000
63 DATA PROCESSING SERVICES
NORTHWEST REGIONAL DATA CENTER (NWRDC)

The funds provided in Specific Appropriation 63 shall not be utilized for any costs related to the potential expansion of floor space operated and managed by the Northwest Regional Data Center.

PROGRAM: PRIVATE COLLEGES AND UNIVERSITIES

Prior to the disbursement of funds from Specific Appropriations 64, 66, 67, 68, and 69, each institution shall submit a proposed expenditure plan to the Department of Education pursuant to the requirements of section 1011.521, Florida Statutes.

Institutions receiving funds from Specific Appropriations 65, 66, and 69 must submit an annual report to the Department of Education detailing the following metrics for Florida resident students: entrance requirements for the year; percentage of students receiving Pell Grants, Bright Futures, and other academic aid, graduation rates, job placement rates, and job placement rates in-field up to 120 days past graduation. The report shall also include information for each institution on the total federal loan amounts disbursed and the total number of students who received federal loans. The report must be submitted by September 1, 2016 and reflect prior academic year statistics.

65 SPECIAL CATEGORIES
ABLE GRANTS (ACCESS TO BETTER LEARNING AND EDUCATION)

Funds in Specific Appropriation 65 are provided to support 3,371 qualified Florida resident students at $1,500 per student for tuition assistance pursuant to section 1009.891, Florida Statutes.

The Office of Student Financial Assistance may prorate the award in the second term and provide a lesser amount if the funds appropriated are insufficient to provide a full award to all eligible students. The Office of Student Financial Assistance may also reallocate funds between institutions if an eligible institution fails to reach its 2016-2017 enrollment.

66 SPECIAL CATEGORIES
GRANTS AND AIDS - HISTORICALLY BLACK PRIVATE COLLEGES

Funds in Specific Appropriation 66 shall be allocated as follows:

- Bethune-Cookman University ........................................ 4,960,111
- Edward Waters College .................................................. 3,929,526
- Florida Memorial University ............................................ 3,532,048
- Library Resources ..................................................... 719,858

Funds provided in Specific Appropriation 66 shall only be expended for student access and retention or direct instruction purposes.

Funds provided in Specific Appropriation 66 for library resources shall be used for the purchase of books, electronic library resources, online journals, other related library materials and other technology upgrades needed to support institutional academic programs pursuant to section 1008.59, Florida Statutes. Funds for library resources shall be allocated equally to Bethune-Cookman University, Edward-Waters College, and Florida Memorial University.

67 SPECIAL CATEGORIES
GRANTS AND AIDS - ACADEMIC PROGRAM CONTRACTS

Funds in Specific Appropriation 67 shall be allocated as follows:

- Beacon College - Tuition Assistance .................................. 250,000

68 SPECIAL CATEGORIES
GRANTS AND AIDS - PRIVATE COLLEGES AND UNIVERSITIES

Funds in Specific Appropriation 68 shall be allocated as follows:

- Embry Riddle - Aerospace Academy .................................. 3,000,000
- Embry Riddle - Technology Park ...................................... 5,000,000
- Embry Riddle - Manufacturing Academy and Apprenticeship/
Internship Program................................. 2,000,000

69 SPECIAL CATEGORIES
FLORIDA RESIDENT ACCESS GRANT

Funds in Specific Appropriation 69 are provided to support 38,420 qualified Florida resident students at $3,000 per student for tuition assistance pursuant to section 1009.89, Florida Statutes.

The Office of Student Financial Assistance may prorate the award in the second term and provide a lesser amount if the funds appropriated are insufficient to provide a full award to all eligible students. The Office of Student Financial Assistance may also reallocate funds between institutions if an eligible institution fails to reach its 2016-2017 enrollment.

69A SPECIAL CATEGORIES
GRANTS AND AIDS - LECOM / FLORIDA HEALTH PROGRAMS

Funds in Specific Appropriation 69A shall be used to support Florida residents who are enrolled in the Osteopathic Medicine or the Pharmacy Program at the Lake Erie College of Osteopathic Medicine/Bradenton. The college shall submit enrollment information for Florida residents to the Department of Education prior to January 1, 2017.

OFFICE OF STUDENT FINANCIAL ASSISTANCE

PROGRAM: STUDENT FINANCIAL AID PROGRAM - STATE

76 FINANCIAL ASSISTANCE PAYMENTS
STUDENT FINANCIAL AID

From the funds in Specific Appropriations 6 and 76, the sum of $156,131,964 is provided pursuant to the following guidelines:

- Florida Student Assistance Grant - Public Full & Part Time... 114,614,631
- Florida Student Assistance Grant - Private....................... 18,444,354
- Florida Student Assistance Grant - Postsecondary............. 12,883,854
- Florida Student Assistance Grant - Career Education......... 2,501,237
- Children/Spouses of Deceased/Disabled Veterans.............. 4,861,219
- Florida Work Experience........................................ 1,569,922
- Rosewood Family Scholarships.................................... 256,747
- Honorably Discharged Graduate Assistance Program.......... 1,000,000

Funds in Specific Appropriation 76 for the Honorably Discharged Graduate Assistance Program are provided for supplemental need-based veterans educational benefits. Funds shall be used to assist in the payment of living expenses during holiday and semester breaks for active duty and honorably discharged members of the Armed Forces who served on or after September 11, 2001. To ensure students in public, as well as private institutions, have an opportunity to receive funding, allocations to institutions shall be prorated based on the number of total eligible students at eligible institutions.

From the funds provided in Specific Appropriations 6 and 76, the maximum grant to any student from the Florida Public, Private, Career Education, and Postsecondary Assistance Grant Programs shall be $2,610.

Institutions that received state funds in Fiscal Year 2015-2016 for student scholarships or grants administered by the Office of Student Financial Assistance shall report federal loan information to the Department of Education (DOE) prior to September 1, 2016, in a format prescribed by DOE. This information shall include, by institution, the total federal loan amounts disbursed and total number of students who received federal loans. Additionally, in a format prescribed by DOE, each institution shall report all grants, scholarships, and awards to students who apply for and/or receive state-funded tuition assistance and aid.

EARLY LEARNING

PROGRAM: EARLY LEARNING SERVICES

From the funds in Specific Appropriations 81 through 91, any expenditure from the Temporary Assistance for Needy Families (TANF) Block Grant must be expended in accordance with the requirements and limitations of Part A of Title IV of the Social Security Act, as amended, or any other applicable federal requirement or limitation. Before any funds are released by the Department of Children and Families, each provider shall
identify the number of clients to be served and certify their eligibility under Part A of Title IV of the Social Security Act. Funds may not be released for services to any clients except those so identified and certified.

The agency head or a designee shall certify that controls are in place to ensure that such funds are expended in accordance with the requirements and limitations of federal law and that reporting requirements of federal law are met. It shall be the responsibility of any entity to which such funds are appropriated to obtain the required certification prior to any expenditure of funds.

86 SPECIAL CATEGORIES
GRANTS AND AIDS - PARTNERSHIP FOR SCHOOL READINESS

From the funds in Specific Appropriation 86 in the Child Care and Development Block Grant Trust Fund, $3,000,000 is provided for the Teacher Education and Compensation Helps Program (T.E.A.C.H.).

From the funds in Specific Appropriation 86, $1,400,000 is provided for the Home Instruction Program for Pre-School Youngsters (HIPPY) from the Welfare Transition Trust Fund.

From the funds in Specific Appropriation 86, $15,000,000 is provided for the Child Care Executive Partnership, of which $4,393,695 is from the General Revenue Fund and $10,606,305 is from the Child Care and Development Block Grant Trust Fund. The funds shall be used for the Child Care Executive Partnership Program, as defined in section 1002.94, Florida Statutes, as match to expand the provision of services to low income families at or below 200 percent of the federal poverty level. Funds for this program shall be used to match funds for statewide contracts.

From the funds in Specific Appropriation 86, $12,100,000 is provided to the Redlands Christian Migrant Association (RCMA) of which $3,508,331 is from the General Revenue Fund, $8,580,955 is from the Child Care and Development Block Grant Trust Fund, and $10,714 is from the Federal Grants Trust Fund. The funds are provided for the RCMA to provide direct services to children eligible for the School Readiness program.

From the funds in Specific Appropriation 86, $110,000 from the Child Care and Development Block Grant Trust Fund is provided for the Literacy Jump Start Program in St. Lucie County to provide at-risk academically challenged pre-school children, residing within high risk federally subsidised housing, a chance at success. The children will be immersed with a strong support system and an instructional approach designed to foster emergent literacy skills. This will be accomplished via (a) early literacy development in participating children; (b) parent engagement and literacy development; and (c) care coordination to ensure a smooth transition to voluntary prekindergarten and kindergarten.

From the funds in Specific Appropriation 86, $15,500,000 from the Child Care and Development Block Grant Trust Fund is provided for Year 3 of an Early Learning Performance Funding Pilot Project as set forth in Budget Amendment EOG 882014-B0042 and approved by the Legislative Budget Commission on September 10, 2014.

From the funds in Specific Appropriation 86, $100,000 from the General Revenue Fund is provided to the Florida Developmental Disabilities Council to expand the Help Me Grow Florida Network. The network shall be expanded to connect children and families with information, resources, and developmental services to enhance the health, behavior, learning and development of young children.

From the funds in Specific Appropriation 86, $504,250 from the General Revenue Fund is provided for the Miami Children's Museum's to establish the Professional Development School Readiness Institute for teaching early learning professionals effective engagement strategies for economically disadvantaged preschool children and their families.

From the funds in Specific Appropriation 86, $350,000 from the General Revenue Fund is provided for the Business & Leadership Institute for Early Learning to: (1) expand and market an early learning childcare industry training program for early learning center and home-based business owners, operators, and administrators and (2) develop an on-line curriculum and education program, including a platform for business planning, which includes the essentials necessary to open and operate a quality childcare center or home-based childcare business in Florida.
From the funds in Specific Appropriation 86, $297,250 from the General Revenue Fund is provided for the Paradise Christian School for Head Start Federal Match. These funds shall be used to continue Head Start services for children with a disability or from households in poverty.

From the funds in Specific Appropriation 86, $1,000,000 from the General Revenue Fund is provided for Guiding Stars of Duval County.

From the funds in Specific Appropriation 86, $861,000 from the General Revenue Fund is provided for Hollywood Childcare Scholarships to provide childcare scholarships to families whose household income is at or below 80 percent of the Area Median Income (AMI) by family size.

87 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL READINESS SERVICES

Funds in Specific Appropriation 87 require a match from local sources for working poor eligible participants of six percent on child care slots. In-kind match is allowable provided there is not a reduction in the number of slots or level of services from the provision of in-kind match. The Office of Early Learning may adopt a policy to grant a waiver of the six percent match requirement to a rural county that demonstrates a significant hardship in meeting the match requirement. Programs meeting this requirement shall be monitored by the Office of Early Learning, and shall be considered satisfactorily attained if the six percent requirement is met on a statewide basis.

For the funds in Specific Appropriation 87, expenditures for Gold Seal Quality Expenditure payments shall be reported as Direct Services. The Office of Early Learning shall have the authority to reclassify Gold Seal Quality Expenditure payments by the Early Learning coalitions and statewide contractors to meet targeted federal requirements for improving the quality of infant and toddler child care to the extent allowable in the state’s approved Child Care and Development Fund Plan.

Funds in Specific Appropriation 87 are provided for the School Readiness Program and are allocated to early learning coalitions as follows:

- Alachua.................................................. 9,658,649
- Bay, Calhoun, Gulf, Franklin, Washington, Holmes, Jackson... 11,579,273
- Brevard.................................................. 17,318,264
- Broward................................................ 42,054,381
- Charlotte, DeSoto, Highlands, Hardee.......................... 8,509,130
- Columbia, Hamilton, Lafayette, Union, Suwannee.............. 6,950,898
- Dade, Monroe........................................... 108,728,813
- Dixie, Gilchrist, Levy, Citrus, Sumter......................... 7,714,671
- Duval...................................................... 28,524,256
- Escambia................................................. 13,549,276
- Hendry, Glades, Taylor, Lee.................................. 19,709,211
- Hillsborough.......................................... 42,527,423
- Lake....................................................... 6,789,327
- Leon, Gadsden, Jefferson, Liberty, Madison, Wakulla, Taylor... 16,213,349
- Manatee................................................ 9,853,440
- Marion................................................... 9,287,257
- Martin, Okeechobee, Indian River.............................. 7,531,955
- Okaloosa, Walton....................................... 7,532,828
- Orange................................................... 36,230,529
- Osceola.................................................. 6,302,753
- Palm Beach............................................. 34,161,020
- Pasco, Hernando....................................... 13,855,499
- Pinellas................................................ 28,938,896
- Polk...................................................... 18,900,271
- St. Johns, Putnam, Clay, Nassau, Baker, Bradford........... 14,866,329
- St. Lucie................................................ 8,375,453
- Santa Rosa.............................................. 3,673,597
- Sarasota................................................ 5,097,332
- Seminole................................................. 8,352,823
- Volusia, Flagler....................................... 13,770,005

From the funds in Specific Appropriation 87, the Office of Early Learning shall have the ability to reallocate funds for school readiness services as funds are available or in the instance that a coalition does not have eligible children on its waiting list and has met its expenditure cap pursuant to section 1002.09(6), Florida Statutes.

88 SPECIAL CATEGORIES
GRANTS AND AIDS - EARLY LEARNING STANDARDS AND ACCOUNTABILITY
The funds in Specific Appropriation 88 shall be used to purchase and implement the Voluntary Prekindergarten research-based pre- and post-assessment. The instrument must assess all domains as identified in the 2011 "Florida Early Learning and Developmental Standards for Four-Year-Olds," to the maximum extent possible, and provide valid and reliable data to measure student learning gains.

In addition, the funds in Specific Appropriation 88 are provided to the Office of Early Learning to implement Voluntary Prekindergarten accountability standards, as required by section 1002.67, Florida Statutes, including the maintenance of the website. These funds shall also be distributed to Voluntary Prekindergarten providers, early learning coalitions and school districts to support the continued implementation of the Voluntary Prekindergarten Progress Monitoring Assessment developed by the Department of Education in collaboration with the Florida Center for Reading Research and for professional development opportunities and online training for Voluntary Prekindergarten providers with a focus on emergent literacy and mathematical thinking.

90 SPECIAL CATEGORIES
GRANTS AND AIDS - VOLUNTARY
PREKINDERGARTEN PROGRAM

Funds in Specific Appropriation 90 are provided for the Voluntary Prekindergarten Education Program as provided in sections 1002.51 through 1002.79, Florida Statutes, and shall be initially allocated to Early Learning Coalitions as indicated below. Pursuant to the provisions of section 1002.71(3)(a), Florida Statutes, for Fiscal Year 2016-2017, the base student allocation per full-time equivalent student for the school year program shall be $2,437 and the base student allocation for the summer program shall be $2,080. The allocation includes four percent in addition to the base student allocation to fund administrative and other program costs of the early learning coalitions related to the Voluntary Prekindergarten Education Program.

The funds in Specific Appropriation 90 shall be allocated as follows:

- Alachua.......................................................... 4,421,610
- Bay, Calhoun, Gulf, Franklin, Washington, Holmes, Jackson........................................... 4,780,654
- Brevard............................................................. 11,484,335
- Broward............................................................ 40,209,473
- Charlotte, DeSoto, Highlands, Hardee.......................................................... 4,630,853
- Columbia, Hamilton, Lafayette, Union, Suwannee......................................................... 2,533,478
- Dade, Monroe......................................................... 58,762,769
- Dixie, Gilchrist, Levy, Citrus, Sumter............................................................ 4,217,104
- Duval................................................................. 23,618,217
- Escambia............................................................. 5,030,291
- Hendry, Glades, Lee, Okeechobee.......................................................... 19,705,974
- Hillsborough......................................................... 29,230,949
- Lake................................................................. 5,627,617
- Leon, Gadsden, Jefferson, Liberty, Madison, Wakulla, Taylor...................................... 6,605,818
- Manatee............................................................ 6,657,090
- Marion............................................................ 5,334,948
- Martin, Okeechobee, Indian River.......................................................... 5,684,342
- Okaloosa, Walton.................................................... 5,801,303
- Orange............................................................... 29,661,723
- Osceola.............................................................. 7,584,669
- Palm Beach......................................................... 27,612,671
- Pasco, Hernando.................................................... 12,689,180
- Pinellas............................................................. 15,719,621
- Polk................................................................. 10,663,192
- St. Johns, Putnam, Clay, Nassau, Baker, Bradford.................................................. 13,212,836
- St. Lucie............................................................. 5,982,542
- Santa Rosa.......................................................... 2,699,883
- Sarasota............................................................ 4,748,773
- Seminole............................................................ 10,163,262
- Volusia, Flagler..................................................... 10,195,129

93 DATA PROCESSING SERVICES
NORTHWEST REGIONAL DATA CENTER (NWDC)

The funds provided in Specific Appropriation 93 shall not be utilized for any costs related to the potential expansion of floor space operated and managed by the Northwest Regional Data Center.
GRANTS AND AIDS TO LOCAL GOVERNMENTS AND NONSTATE ENTITIES - FIXED CAPITAL OUTLAY FACILITY REPAIRS MAINTENANCE AND CONSTRUCTION

The funds in Specific Appropriation 93A are provided to the Arc Gateway for construction of the Pearl Nelson Child Development Center to meet the educational and therapeutic needs of children who are identified as having developmental delays or a disability.

PUBLIC SCHOOLS, DIVISION OF

PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP

The calculations of the Florida Education Finance Program (FEFP) for the 2016-2017 fiscal year are incorporated by reference in SPS 2500. The calculations are the basis for the appropriations made in the General Appropriations Act in Specific Appropriations 7, 8, 9, 94, and 95.

94 AID TO LOCAL GOVERNMENTS GRANTS AND AIDS - FLORIDA EDUCATIONAL FINANCE PROGRAM

Funds provided in Specific Appropriations 7 and 94 shall be allocated using a base student allocation of $4,235.79 for the FEFP.

Funds provided in Specific Appropriations 7 and 94 for the supplemental allocation for juvenile justice education programs shall be allocated pursuant to the formula provided in section 1011.62(10), Florida Statutes. The allocation factor shall be $1,245.15.

From the funds provided in Specific Appropriations 7 and 94, juvenile justice education programs shall receive funds as provided in section 1003.52(13), Florida Statutes. Up to $341 per student may be used for high school equivalency examination fees for juvenile justice students who pass the high school equivalency exam in full, or in part, while in a juvenile justice education program and may be used for students in juvenile justice education programs to support equipment, specially designed curricula, and industry credentialing testing fees, for students enrolled in career and technical education (CTE) courses that lead to industry recognized certifications.

The district cost differential (DCD) for each district shall be calculated pursuant to the provisions of section 1011.62(2), Florida Statutes.

From the funds provided in Specific Appropriations 7 and 94, $52,800,000 is provided for the Sparsity Supplement as defined in section 1011.62(7), Florida Statutes, for school districts of 24,000 and fewer PES in the 2016-2017 fiscal year.

Total Required Local Effort for Fiscal Year 2016-2017 shall be $8,039,839,565. The total amount shall include adjustments made for the calculation required in section 1011.62(4)(a) through (c), Florida Statutes.

The maximum nonvoted discretionary millage which may be levied pursuant to the provisions of section 1011.71(1), Florida Statutes, by district school boards in Fiscal Year 2016-2017 shall be 0.748 mills. This millage shall be used to calculate the discretionary millage compression supplement as provided in section 1011.62(5), Florida Statutes. To be eligible for the supplement, a district must levy the maximum.

Funds provided in Specific Appropriations 7 and 94 are based upon program cost factors for Fiscal Year 2016-2017 as follows:

1. Basic Programs
   A. K-3 Basic.................................................1.103
   B. 4-8 Basic...............................................1.000
   C. 9-12 Basic.............................................1.001

2. Programs for Exceptional Students
   A. Support Level 4...........................................3.607
   B. Support Level 5..........................................5.376

3. English for Speakers of Other Languages ..................1.194

4. Programs for Grades 9-12 Career Education..............1.001
From the funds in Specific Appropriations 7 and 94, $1,055,569,941 is provided to school districts as an Exceptional Student Education (ESE) Guaranteed Allocation as authorized by law to provide educational programs and services for exceptional students. Funds provided for gifted educational programs and services must primarily be focused on advanced mathematics and science curriculum and enrichment with instruction provided by an in-field teacher. The ESE Guaranteed Allocation funds are provided in addition to the funds for each exceptional student in the per FTE student calculation. School districts that provided educational services in 2015-2016 for exceptional students who are residents of other districts shall not discontinue providing such services without the prior approval of the Department of Education. Expenditure requirements for the ESE Guaranteed Allocation shall be as prescribed in section 1010.30(3), Florida Statutes, for programs for exceptional students.

From the funds provided in Specific Appropriations 7 and 94, the value of 43.35 weighted FTE students is provided to supplement the funding for severely handicapped students served in ESE programs 254 and 255 when a school district has less than 10,000 FTE student enrollment and less than three FTE eligible students per program. The Commissioner of Education shall allocate the value of the supplemental FTE based on documented evidence of the difference in the cost of the service and the amount of funds received in the district’s FRPP allocations for the students being served. The supplemental value shall not exceed three FTE.

The Declining Enrollment Supplement shall be calculated based on 25 percent of the decline between the prior year and current year unweighted FTE students pursuant to section 1011.62(8), Florida Statutes.

From the funds in Specific Appropriations 7 and 94, $54,426,018 is provided for Safe Schools activities and shall be allocated as follows: $62,660 shall be distributed to each district, and the remaining balance shall be allocated as follows: two-thirds based on the latest official Florida Crime Index provided by the Department of Law Enforcement and one-third based on each district’s share of the state’s total unweighted student enrollment. Safe Schools activities include: (1) after school programs for middle school students; (2) middle and high school programs for correction of specific discipline problems; (3) other improvements to enhance the learning environment, including implementation of conflict resolution strategies; (4) behavior driven intervention programs that include anger and aggression management strategies; (5) alternative school programs for adjudicated youth that may include a web-based virtual system that results in mastery and certification, competency based in the following inter-related counseling disciplines necessary for success in education and the work environment, including adjustment, educational, employment and optimal mental health areas that will include, but are not limited to, anger and impulse control, depression and anxiety, self-esteem, respect for authority, personal behavior, goal setting, time and stress management, social and workplace adjustment, substance use and abuse, workplace soft skills, communication skills, work ethic, the importance of timeliness, attendance and the self-marketing skills for future educational and/or employment opportunities; (6) suicide prevention programs; (7) bullying prevention and intervention; (8) school resource officers; and (9) detection dogs. Each district shall determine, based on a review of its existing programs and priorities, how much of its total allocation to use for each authorized Safe Schools activity. The Department of Education shall monitor compliance with reporting procedures contained in section 1006.147, Florida Statutes. If a district does not comply with these procedures, the district’s funds from the Safe Schools allocation shall be withheld and reallocated to the other school districts. Each school district shall report to the Department of Education the amount of funds expended for each of the nine activities.

From the funds in Specific Appropriations 7 and 94, $709,826,848 is for Supplemental Academic Instruction to be provided throughout the school year pursuant to section 1011.62 (1)(f), Florida Statutes. From these funds, at least $75,000,000, together with funds provided in the district’s research-based reading instruction allocation and other available funds, shall be used by districts with one or more of the 300 lowest performing elementary schools based on the statewide, standardized English Language Arts assessment to provide an additional hour of instructional beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in each of those schools. This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading, or by a K-5 mentoring reading program that is
supervised by a teacher who is effective at teaching reading. Students enrolled in these schools who have level 5 reading assessment scores may participate in the additional hour of instruction on an optional basis. ESE centers shall not be included in the 300 schools.

The Department of Education shall provide guidance to school districts for documentation of the expenditures for the additional hour of instruction to ensure that all local, state, and federal funds are maximized for the total instructional program and that the funds used for the additional hour of instruction in these 300 schools do not supplant federal funds. School districts shall submit a report to the Department of Education in a format prepared by the department that includes summary information, including funding sources, expenditures and student outcomes for each of the participating schools that shall be submitted to the Speaker of the House of Representatives, President of the Senate, and Governor by September 30, 2016. Pursuant to section 1008.32, Florida Statutes, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.

The funds provided for the Supplemental Academic Instruction allocation shall consist of a base amount that shall have a workload adjustment based on changes in FTE. In addition, an additional amount is provided for districts with schools on the list of the 300 lowest-performing elementary schools. District allocations from these additional funds shall be based on the 2014-2015 reported total expenditures for the program, each district’s level of per student funding in the reading instruction allocation and the supplemental academic instruction categorical fund, and on the total FTE for each of the schools. The categorical funding shall be recalculated once during the fiscal year following an updated designation of the 300 lowest-performing elementary schools and shall be based on actual student membership from the October FTE survey. If the recalculated total allocation is greater than the amount provided in the General Appropriations Act, the allocation shall be prorated to the level of the appropriation, based on each district’s share of the total.

From the funds in Specific Appropriations 7 and 94, $130,000,000 is provided for a K-12 comprehensive, district-wide system of research-based reading instruction. The amount of $215,000 shall be allocated to each district and the remaining balance shall be allocated based on each district’s proportion of the total K-12 base funding. From these funds, at least $15,000,000 shall be used to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in the 300 lowest performing elementary schools based on the statewide, standardized English Language Arts assessment pursuant to sections 1008.22(3) and 1011.62(9), Florida Statutes. This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading. Students enrolled in these schools who have level 5 reading assessment scores may choose to participate in the additional hour of instruction on an optional basis. ESE centers shall not be included in the 300 schools. Pursuant to section 1008.32, Florida Statutes, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.

From the funds provided in Specific Appropriations 7 and 94, $228,722,195 is provided for Instructional Materials including $12,077,767 for Library Media Materials, $3,301,257 for the purchase of science lab materials and supplies, $10,229,019 for dual enrollment instructional materials, and $3,087,704 for the purchase of digital instructional materials for students with disabilities. The growth allocation per-FTE shall be $301.03 for the 2016-2017 fiscal year. School districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(1), Florida Statutes.

From the funds provided for Instructional Materials, $165,600,000 shall be available to school districts to purchase instructional content as well as electronic devices and technology equipment and infrastructure. The purchases made in the 2016-2017 fiscal year must comply with the recommended requirements for instructional content, hardware, software, networking, security and bandwidth and the number of students per device as developed and published by the Department of Education. Prior to release of the funds by the department to the school districts, each school district shall certify to the Commissioner of Education an expenditure plan for the purchase of instructional content and technology. If the district intends to use any portion of the funds for technology, the district must certify that it has the instructional content necessary to provide instruction aligned to the adopted
statewide benchmarks and standards. If the district intends to use the funds for technology the district must include an expenditure plan for the purchase of electronic devices and technology equipment and infrastructure that demonstrates the alignment of devices and equipment with the minimum or recommended requirements. The department shall provide a report to the Legislature on or before March 1, 2017, that summarizes the district expenditures for these funds.

From funds provided in Specific Appropriations 7 and 94, §435.031,211 is provided for Student Transportation as provided in section 1011.68, Florida Statutes.

From funds provided in Specific Appropriations 7 and 94, §45,286,750 is provided for the Teachers Classroom Supply Assistance Program and shall be given to teachers pursuant to section 1012.71, Florida Statutes. The allocation shall not be recalculated during the school year.

From the funds provided in Specific Appropriation 7 and 94, §12,208,418 is provided for a Federally Connected Student Supplement to be calculated to support the education of students connected with federally-owned military installations, National Aeronautics and Space Administration (NASA) property, and Indian lands. The supplement shall be the sum of a student allocation and an exempt property allocation. To participate, districts must be eligible for federal Impact Aid funding under Section 8003, Title VIII of the Elementary and Secondary Education Act of 1965.

The student allocation shall be based on the total number of students, including students with disabilities, reported for federal impact aid who: 1) reside with a parent on active duty in the uniformed services or who is an accredited foreign government official and military officer, 2) reside on eligible Indian lands, or 3) reside with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. This third category shall be multiplied by a factor of 0.3. Students with disabilities shall also be counted separately for the first two categories. The total number of federally-connected students and the total number of students with disabilities shall be multiplied by 3 percent and 10.5 percent of the base student allocation, respectively. The exempt property allocation shall be equal to the tax-exempt value of federal impact aid lands reserved as military installations, real property owned by NASA, or eligible federally-owned Indian lands located in the district, multiplied by the millage authorized and levied under section 1011.71(2), Florida Statutes.

For the 2016-2017 fiscal year, this allocation shall be derived from the data reported by school districts to the Department of Education for the Federal Impact Aid Program, Section 8003, Title VIII of the Elementary and Secondary Education Act, for the 2016 federal fiscal year. The Department of Education shall establish a process to collect student enrollment for this allocation during the student surveys for application in subsequent fiscal years. Each district's Federally Connected Student Supplement for the 2016-2017 appropriation shall not be recalculated during the fiscal year.

Funds provided in Specific Appropriations 7 and 94 for the Virtual Education Contribution shall be allocated pursuant to the formula provided in section 1011.62(11), Florida Statutes. The contribution shall be based on $5.230 per FTE.

Districts may charge a fee for grades K-12 voluntary, non-credit summer school enrollment in basic program courses. The amount of any student’s fee shall be based on the student’s ability to pay and the student's financial need as determined by district school board policy.

95 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS TO CLASS SIZE REDUCTION

Funds in Specific Appropriations 8 and 95 are provided to implement the requirements of sections 1003.03 and 1011.685, Florida Statutes. The class size reduction allocation factor for grades prekindergarten to grade 3 shall be $1,323.31, for grades 4 to 8 shall be $902.63, and for grades 9 to 12 shall be $904.81. The class size reduction allocation shall be recalculated based on enrollment through the October 2015 FTE survey except as provided in section 1003.03(4), Florida Statutes. If the total class size reduction allocation is greater than the appropriation in Specific Appropriations 8 and 95, funds shall be prorated to the level of the appropriation based on each district's calculated amount. The Commissioner of Education may withhold
disbursement of these funds until a district is in compliance with reporting information required for class size reduction implementation.

PROGRAM: STATE GRANTS/K-12 PROGRAM - NON FEFP

Of the funds provided for regional education consortium programs and school district matching grants in Specific Appropriations 102 and 108, 60 percent shall be released to the Department of Education at the beginning of the first quarter and the balance at the beginning of the third quarter. The Department of Education shall disburse the funds to eligible entities within 30 days of release.

Funds provided in Specific Appropriations 96 through 114A, excluding 105, shall only be used to serve Florida students.

96 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - INSTRUCTIONAL MATERIALS

Funds in Specific Appropriation 96 are provided for the Learning Through Listening program.

96A AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - AFTER CARE AND MENTORING

Program

Funds in Specific Appropriation 96A are for competitive grants to provide funding to non-profit, voluntary organizations that provide after-school and school-supplement programs to Florida children up to 18 years of age that promote academic growth, personal responsibility and citizenship as well as professionally-supported one-on-one relationships, leadership development and character development.

Organizations qualified to compete for grants in this category must have 501(c) (3) status granted by the Internal Revenue Service, be organized as Florida non-profit corporations in good standing with boards of directors comprised of Florida citizens, meet all requirements of federal and local law pertaining to their activities and governance, and not be listed on the Florida Department of Management Services convicted, suspended or discriminatory vendor lists established in s. 287.134, Florida Statutes, or the federal government excluded list.

Grants will be awarded on a non-recurring basis for proposals that meet the following standards: (1) Demonstrated favorable return-on-investment and low administrative overhead; (2) Emphasis on low-income children, children with low academic performance or children with unique abilities; (3) Emphasis on mentoring or individual/team relationships that result in academic and social growth; (4) Extensive use of unpaid community volunteers; (5) Ongoing demonstrated financial or in-kind support for the organization from the community as opposed to a disproportionate reliance on government funding; and (6) Competent and accountable management of the organization and comprehensive, accurate reporting of the uses and impact of any grants received under this program.

Grants will be awarded by an Aftercare and Mentoring Award Committee comprised of individuals appointed by the Governor, President of the Senate, and Speaker of the House of Representatives, and shall include the Commissioner of Education, and the Secretary of the Department of Children and Families, or their designees.

The committee will establish procedures for its operations. Meetings will be conducted in the Sunshine consistent with s. 286.011, Florida Statutes. The Commissioner of Education shall provide administrative support for the committee and its operations.

97 SPECIAL CATEGORIES
GRANTS AND AIDS - ASSISTANCE TO LOW PERFORMING SCHOOLS

Funds in Specific Appropriation 97 may be used to contract for the operation of the Florida Partnership for Minority and Underrepresented Student Achievement and to achieve the partnership's mission as provided in section 1007.35, Florida Statutes. The funds shall be expended for professional development for Advanced Placement classroom teachers.

100 SPECIAL CATEGORIES
GRANTS AND AIDS - FLORIDA DIAGNOSTIC AND LEARNING RESOURCES CENTERS

Funds provided in Specific Appropriation 100 shall be allocated to
the Multidisciplinary Educational Services Centers as follows:

University of Florida.......................... 450,000
University of Miami.......................... 450,000
Florida State University...................... 450,000
University of South Florida................... 450,000
University of Florida Health Science Center at Jacksonville.............. 450,000
Kaiser University.............................. 450,000

Each center shall provide a report to the Department of Education by
September 1, 2016, for the 2015-2016 fiscal year that shall include the
following: (1) the number of children served, (2) the number of parents
served, (3) the number of persons participating in in-service education
activities, (4) the number of districts served, and (5) specific
services provided.

102 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL DISTRICT MATCHING
GRANTS PROGRAM

Funds in Specific Appropriation 102 are provided as challenge grants
to public school district education foundations for programs that serve
low-performing students, technical career education, literacy
initiatives, Science, Technology, Engineering, Math (STEM) Education
initiatives, increased teacher quality and/or increased graduation
rates. The amount of each grant shall be equal to the private
contribution made to a qualifying public school district education
foundation. In-kind contributions shall not be considered for matching
purposes. Administrative costs for the program shall not exceed five
percent.

Before any funds provided in Specific Appropriation 102 may be
distributed to any public school district education foundation, the public
school district foundation must certify to the Commissioner of Education
that the private cash has actually been received by the public school
education foundation seeking matching funds. The Consortium of Florida
Education Foundations shall be the fiscal agent for this program.

107 SPECIAL CATEGORIES
GRANTS AND AIDS - AUTISM PROGRAM

Funds provided in Specific Appropriation 107 shall be allocated as
follows:

Florida Atlantic University.................... 1,011,807
Florida State University (College of Medicine)........ 1,172,922
University of Central Florida................. 1,548,378
University of Florida (College of Medicine)..... 1,032,025
University of Florida (Jacksonville).......... 1,027,084
University of Miami (Department of Psychology)
including $35,000 for activities in Broward County
through Nova Southeastern University........... 1,725,506
University of South Florida/Florida Mental Health Institute. 1,383,278

Autism Centers shall provide appropriate nutritional information to
parents of children served through funds provided in Specific
Appropriation 107. Summaries of outcomes for the prior fiscal year
shall be submitted to the Department of Education by September 1, 2016.

109 SPECIAL CATEGORIES
TEACHER PROFESSIONAL DEVELOPMENT

Funds provided from the General Revenue Fund in Specific Appropriation
109 shall be allocated as follows:

Florida Association of District School
Superintendents Training........................ 500,000
Principal of the Year............................ 29,426
School Related Personnel of the Year........... 370,000
Teacher of the Year............................. 770,000
Administrator Professional Development........ 7,000,000
Teacher of the Year Summit...................... 50,000
STEM Business Partnership Summer Residency Program........ 1,000,000

From the funds provided in Specific Appropriation 109 for the Teacher
of the Year Program, $770,000 is provided for financial awards, in
conjunction with any private donations, resulting in district
participants receiving a total award amount of $10,000; the selected
finalists receiving a total award of $15,000; and the Teacher of the
Year receiving a total award amount of $50,000.
Funds in Specific Appropriation 109 for the School Related Personnel of the Year Program are provided for financial awards in the amount of $5,000 for participants of the program.

Funds provided in Specific Appropriation 109 for Principal, Teacher, or School Related Personnel of the Year may be disbursed to districts, schools, or individuals.

From the funds in Specific Appropriation 109 for Administrator Professional Development, $7,000,000 is provided for professional development for principals and other district administrators in instructional and human resource leadership, including the use of teacher evaluations to improve instruction, aligning instruction with the district’s curriculum and state standards, best financial practices, and other leadership responsibilities that support student achievement through job-embedded delivery and through either regional, local, or digital formats. Funds shall be provided to each district after the district has submitted its training plan to the Commissioner. All of the $7,000,000 shall be allocated to districts based on each district’s share of unweighted PTE and districts with 10,000 or fewer PTE shall be provided a minimum allocation of $5,000.

Funds provided in Specific Appropriation 109 for the STEM Business Partnership Summer Residency Program shall be provided to the Department of Education to implement the program and partner with high-tech, private-sector companies that will offer highly effective STEM teachers across the state an opportunity to have in-house experiences during the summer. Selected teachers will receive a stipend of $10,000 from the state. Participating companies will be encouraged to provide additional compensation to participating teachers.

110 SPECIAL CATEGORIES
GRANTS AND AIDS - STRATEGIC STATEWIDE INITIATIVES

Funds in Specific Appropriation 110 are provided for Advancement Via Individual Determination (AVID) and shall be used to implement a program to reward success of students in need of assistance to become college ready and enrolled in the AVID elective class who performed in rigorous coursework during the 2015-2016 school year. School districts shall report student enrollments from the 2015-2016 school year in the AVID elective during the October student membership survey. Each school district shall be rewarded $325 per full-time equivalent student enrolled in the AVID elective who also receives a score of 4 or higher on an international baccalaureate subject examination; score of 3 or higher on an Advanced International Certificate of Education subject examination; score of 3 or higher on the College Board Advanced Placement Examination; or, for students in grades 6-8, receives a passing score on the algebra end of course examination. Each school district shall allocate the funds received from this bonus award funding to the school whose students generate the funds. Funds shall be expended solely for the payment of costs associated with the school’s AVID system which include annual membership fees; local development and training for program coordinators, teachers, and tutors; and compensation for tutors. Funds shall be awarded to the school districts no later than January 1, 2017. If the total bonus amount is greater than the funds provided in this appropriation, then each district’s amount shall be prorated based on the number of students who earned qualifying scores in each district.

110A SPECIAL CATEGORIES
GRANTS AND AIDS - CAPE ACADEMY STARTUP GRANTS

Funds in Specific Appropriation 110A are provided for competitive start-up grants for Career and Professional Education (CAPE) Academies sponsored by public high schools, including charter schools. Funds may be used for first year non-recurring start-up costs, including equipment, instructional materials, teacher training and planning.

Applicants for grants must demonstrate: (1) Direct relationship of the academy to future high-demand regional workforce needs, as projected and confirmed by the Department of Economic Opportunity and local workforce board; (2) Joint planning and agreements for curriculum, instruction and mentorship between the academy and companies which would be the employers of graduates of the academy; (3) Matching funding from the sponsor and commitment from the sponsor to fund the academy beyond the start-up year; (4) Curriculum tied directly to and resulting in national industry certifications, as recognized by the Department of Economic
Opportunity; (5) Articulation agreements with higher education institutions to provide for articulation to college or university credits; (6) Inclusion of developmentally or physically disabled students; and (7) No significant finding as a result of an audit conducted under s. 218.39, Florida Statutes.

Competitive grants shall be awarded on a non-recurring, annual basis by a panel comprised of one representative each from Enterprise Florida, the Division of Workforce Education of the Department of Education and Career Source Florida.

111 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL AND INSTRUCTIONAL ENHANCEMENTS

To extend the unique means for better educating students, funds in Specific Appropriation 111 shall be allocated as follows:

- Academic Tourney...................................................... 132,738
- African American Task Force......................................... 100,000
- Florida Holocaust Museum............................................ 300,000
- Holocaust Memorial Miami Beach..................................... 66,501
- Holocaust Task Force.................................................. 100,000
- Jobs for Florida’s Graduates.......................................... 3,000,000
- Knowledge is Power Program (KIPP) Jacksonville................. 1,224,000
- Lauren’s Kids............................................................ 3,800,000
- Mourning Family Foundation.......................................... 500,000
- Project to Advance School Success (PASS)........................ 508,983
- The SEED School of Miami............................................. 4,681,440
- YMCA Youth in Government........................................... 150,000
- Earn to Learn Program................................................ 201,680
- Pinellas Education Foundation Career Planning................... 500,000
- Palm Beach County On-line Tutor Assistance...................... 74,000
- Summer Job Skills and Coding Internship Program................ 50,000
- South Florida Tech Tutorial School................................ 105,000
- Coral Gables Museum Green City Program........................... 200,000
- Specialty Children's Hospital Patient Academics Program...... 200,000
- Moore-McKens Education Vocation Center............................ 250,000
- Northmore Literacy Improvement Program.......................... 104,000
- Boys Choir of Tallahassee............................................. 71,000
- Breakthrough Miami.................................................... 1,000,000
- Duval County K-5 Coding Curriculum................................ 100,000

112 SPECIAL CATEGORIES
GRANTS AND AIDS - EXCEPTIONAL EDUCATION

Funds in Specific Appropriation 112 from the General Revenue Fund shall be allocated as follows:

- Auditory-Oral Education Grants...................................... 600,000
- Challenge Grants....................................................... 60,000
- Communication/Autism Navigator..................................... 1,353,292
- Family Cafe............................................................. 430,000
- Florida Diagnostic and Learning Resources System.................
  Associate Centers.................................................... 577,758
- Florida Instructional Materials Center for the
  Visually Impaired...................................................... 198,119
- Multi-Agency Service Network for Students with Severe
  Emotional/Behavioral Disturbance................................. 247,849
- Portal to Exceptional Education Resources........................ 20,000
- Special Olympics..................................................... 250,000

Funds in Specific Appropriation 112 from the Federal Grants Trust Fund shall be allocated as follows:

- Florida Instructional Materials Center for the
  Visually Impaired...................................................... 270,987
- Multi-Agency Service Network for Students with Severe
  Emotional/Behavioral Disturbance................................. 750,322
- Portal to Exceptional Education Resources........................ 786,217
- Resource Materials Technology Center for Deaf/
  Speakers of the Hearing........................................... 191,828
- Very Special Arts.................................................... 334,000

Funds in Specific Appropriation 112 for Family Cafe are supplemental, and shall not be used to replace or supplant current funds awarded for the Family Cafe Project.

Funds provided in Specific Appropriation 112 for Communication/Autism Navigator shall be awarded to the Florida State University College of
Medicine for statewide implementation of an exceptional student education communication-autism navigator that includes core strategies and interventions through the Early Steps Program to increase the number of full integration placements of exceptional students into the standard classroom.

Funds provided in Specific Appropriation 112 for Auditory-Oral Education Grants shall only be awarded to Florida public or private nonprofit school programs serving deaf children in multiple counties, from birth to age seven, including rural and underserved areas. These schools must solely offer auditory-oral education programs, as defined in section 1002.391, Florida Statutes, and have a supervisor and faculty members who are credentialed as Certified Listening and Spoken Language Specialists.

The amount of the grants shall be based on the specific needs of each eligible student. Each eligible school that has insufficient public funds to provide the educational and related services specified in the Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) of eligible students aged birth to seven years may submit grant applications to the Department of Education. Applications must include an itemized list of total costs, the amount of public funds available for those students without the grant, and the additional amount needed for the services identified in each student’s respective IEP or IFSP. The department shall develop an appropriate application, provide instructions and administer this grant program to ensure minimum delay in providing the IEP or IFSP services for all eligible students. Each school shall be accountable for assuring that the public funds received are expended only for services for the eligible student as described in the application and shall provide a report documenting expenditures for the 2016-2017 fiscal year to the Department of Education by September 30, 2017.

113 SPECIAL CATEGORIES
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

From the funds in Specific Appropriation 113, the school shall contract for health, medical, pharmaceutical and dental screening services for students. The school shall develop a collaborative service agreement for health services and shall maximize the recovery of all legally available funds from Medicaid and private insurance coverage. The school shall report to the Legislature by June 30, 2017, information describing the agreement, services provided, budget and expenditures, including the amounts and sources of all funding used for the collaborative medical program and any other student health services during the 2016-2017 fiscal year.

114A GRANTS AND AIDS TO LOCAL GOVERNMENTS AND NONSTATE ENTITIES - FIXED CAPITAL OUTLAY
FACILITY REPAIRS, MAINTENANCE AND CONSTRUCTION

Funds in Specific Appropriation 114A shall be allocated as follows:

- National Flight Academy ........................................... 1,500,000
- Margate Blount Archaeological Site ................................ 285,000
- Pinellas Education Foundation Career Planning .................. 500,000
- Holocaust Documentation and Education Center .................. 100,000
- Holocaust Memorial .................................................. 100,000

PROGRAM: EDUCATIONAL MEDIA & TECHNOLOGY SERVICES

119 SPECIAL CATEGORIES
GRANTS AND AIDS - PUBLIC BROADCASTING

The funds provided in Specific Appropriation 119 shall be allocated as follows:

- Florida Channel Closed Captioning .................................. 390,862
- Florida Channel Satellite Transponder Operations .............. 800,000
- Florida Channel Statewide Governmental and Cultural Affairs Programming ............................................. 497,522
- Florida Channel Year Round Coverage ............................ 2,562,588
- Public Radio Stations .................................................. 1,300,000
- Public Television Stations ............................................ 3,996,811
- Florida Public Radio Emergency Network Storm Center ........ 166,270

From the funds provided in Specific Appropriation 119, “Governmental Affairs for Public Television” shall be produced by the same contractor selected by the Legislature to produce “The Florida Channel”.  

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From the funds provided in Specific Appropriation 119 for Public Television Stations, $307,447 shall be allocated to each public television station recommended by the Commissioner of Education. Public Radio Stations shall be allocated $100,000 per station.

From the funds provided in Specific Appropriation 119 for the Florida Channel Satellite Transponder Operations, the Florida Channel shall contract for the leasing, management and operation of the state transponder with the same public broadcasting station that produces the Florida Channel.

PROGRAM: WORKFORCE EDUCATION

120  AID TO LOCAL GOVERNMENTS

PERFORMANCE BASED INCENTIVES

From the funds in Specific Appropriation 120, $6,000,000 shall be provided by the Department of Education to district workforce education programs for students who earn industry certifications during the 2016-2017 fiscal year. Funding shall be based on students who earn industry certifications in the following occupational areas: health science to include surgical technology, orthopedic technology, dental assisting technology, practical nursing, medical coder/biller, medical assisting, certified nursing assistant, emergency medical technician and paramedic, clinical lab technician, EKG technician, pharmacy technician, and clinical hemodialysis technician; automotive service technology; auto collision repair and refinishing; medium/heavy duty truck technician; cyber security; cloud virtualization; network support services; computer programming; computer-aided drafting; advanced manufacturing; electrician; plumbing; public safety; welding; Federal Aviation Administration airframe mechanics and power plant mechanics; and heating, ventilation and air conditioning technician. On June 1, 2017, the balance shall be allocated for performance in adult general education programs based on student performance as measured by learning gains, placements, and special populations served indexed to the proportional share of the funds available. Those performance funds shall not be awarded for certifications earned through continuing workforce education programs.

Industry certifications earned by students enrolled in the 2015-2016 academic year which were eligible to be included in the funding allocation for the 2015-2016 fiscal year and were not included in the final disbursement due to the early data reporting deadline may be reported by districts and included in the Department of Education’s allocation of funds for the 2016-2017 fiscal year.

School districts shall maintain documentation for student attainment of industry certifications that are eligible for performance funding. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the school districts. If a school district is unable to comply, the district shall refund the performance funding to the state.

122  AID TO LOCAL GOVERNMENTS

WORKFORCE DEVELOPMENT

From the funds in Specific Appropriation 10 from the Educational Enhancement Trust Fund and Specific Appropriation 122 from the General Revenues Fund, $365,044,488 is provided for school district workforce education programs as defined in section 1004.02(25), Florida Statutes, and is allocated as follows:

Alachua ................................................. 314,847
Baker .................................................. 149,837
Bay ..................................................... 2,911,601
Bradford .............................................. 938,307
Brevard ............................................... 3,300,593
Broward .............................................. 70,877,907
Calhoun ................................................ 83,514
Charlotte ............................................ 2,171,192
Citrus ................................................. 2,609,036
Clay .................................................... 760,449
Collier ................................................ 8,453,604
Columbia ............................................. 374,202
Miami-Dade ......................................... 79,645,318
DeSoto ................................................. 641,170
Dixie ................................................... 66,951
Escambia ............................................. 4,350,186
Flagler ............................................... 4,662,341
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The funds allocated in Specific Appropriation 122 for the Department of Education Workforce Education Student Information System are provided for continued implementation of the system during the 2016-17 fiscal year. The department shall determine districts to participate in the system based on the highest priority of need. The department is authorized to select a school district to serve as the coordinator of the system for assistance in development and deployment of the student information system in districts chosen by the department to participate. The system shall include student registration and reporting and tracking of instructional hours, student achievement levels, and industry credentials. Additional features of the system shall provide an on-line student registration with debit/credit card payment capability; case-management of all students enrolling, including time on task and achievement benchmarks; case management for awarding and tracking student financial assistance; integrated electronic gradebook and student attendance components, including a student progression system to track student progress by course / program; an email system; capability to custom design multi-functional dashboards for use by administrators, teachers, and counselors; and standardized data reports that can be used to improve and enhance student achievement and school performance.

For programs leading to a career certificate or an applied technology diploma, and for adult general education programs, tuition and fees shall be assessed in accordance with section 1009.22, Florida Statutes.

Funds collected from standard tuition and out-of-state fees shall be used to support school district workforce education programs as defined in section 1004.02(25), Florida Statutes, and shall not be used to support K-12 programs or district K-12 administrative indirect costs.

The funds provided in Specific Appropriations 10, 120, and 122 shall not be used to support K-12 programs or district K-12 administrative indirect costs. The Auditor General shall verify compliance with this requirement during scheduled audits of these institutions.

Pursuant to the provisions of section 1009.26(1), Florida Statutes, school districts may grant fee waivers for programs funded through
Workforce Development Education appropriations for up to eight percent of the fee revenues that would otherwise be collected.

From the funds provided in Specific Appropriations 10 and 122, each school district shall report enrollment for adult general education programs identified in section 1004.02, Florida Statutes, in accordance with the Department of Education instructional hours reporting procedures. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the school districts.

District superintendents shall certify that workforce education enrollment and performance data used for funding allocations to districts is accurate and complete in accordance with reporting timelines established by the Department of Education. Upon certification, the district data shall be considered final for purposes of use in state funding formulas. After the final certification, the Department of Education may request a supplemental file in the event that a district has reported a higher level of enrollment or performance than was actually achieved by the district.

124 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL AND INSTRUCTIONAL ENHANCEMENTS

The funds in Specific Appropriation 124 shall be allocated as follows:

Lotus House Women’s Shelter........................................ 100,000
Urban Crafts Training.................................................. 129,000
ASEKills Program.......................................................... 500,000
Hispanic Federation Adult Education Program....................... 250,000

124A SPECIAL CATEGORIES
GRANTS AND AIDS - RAPID RESPONSE EDUCATION AND TRAINING PROGRAM

From the funds provided in Specific Appropriation 124A for the Rapid Response Grant Program, the Department of Education shall award grants to education and training providers, public or private, on a competitive basis for the creation or expansion of high-demand postsecondary workforce education programs that serve specific workforce needs and train students for industry certifications identified on the CPA Postsecondary Industry Certification Funding List created pursuant to section 1008.44(2), Florida Statutes.

(1) Funds awarded for a Rapid Response Grant must be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a postsecondary workforce education program as defined in section 1001.44, Florida Statutes. Expansion of a program may include the expansion of enrollments in an existing program, expansion into new areas of specialization within a program, or development of new programs. No grant funds may be used to supplant current funds or for indirect costs.

(2) Each provider applying for a grant must submit an application to the Department of Education in the format prescribed by the department. The application must include, but is not limited to, program expansion or development details, projected enrollment, and projected costs. Each provider that is awarded a grant under this program must submit quarterly reports to the department in the format prescribed by the department.

124B GRANTS AND AIDS TO LOCAL GOVERNMENTS AND NONSTATE ENTITIES - FIXED CAPITAL OUTLAY FACILITY REPAIRS MAINTENANCE AND CONSTRUCTION

Funds in Specific Appropriation 124B shall be provided for the following:

First Coast Technical College - Putnam County Campus............. 1,000,000
Haneey Technical Center - LPN Building Renovation.................. 970,000
Glades West Tech HVAC Training........................................ 1,471,714
Fort Walton Firefighter Training..................................... 977,000

FLORIDA COLLEGES, DIVISION OF PROGRAM: FLORIDA COLLEGES
125 AID TO LOCAL GOVERNMENTS
PERFORMANCE BASED INCENTIVES

Funds in the amount of $10,000,000 are provided in Specific Appropriation 125 to colleges for students who earn industry certifications during the 2015-2016 academic year. Funding shall be based on students who earn industry certifications in the following occupational areas: public safety, health sciences, automotive service technology, auto collision repair and refinishing, cyber security, cloud virtualization, network support services, computer programming, advanced manufacturing technician, welding, Federal Aviation Administration airframe mechanics, power plant mechanics, pharmacy technicians, and heating, ventilation and air conditioning technicians. The Department of Education shall distribute the awards by June 1, 2017, and establish procedures and timelines for colleges to report earned certifications for funding. The Department of Education may allocate any funds not obligated by June 1, 2017, to schools who have earned awards, based on the percentage of earned certifications. By October 31, 2016, the Chancellor of the Florida College System shall identify the associated industry certifications and shall prepare a report for each certification to include cost, percent employed, and average salary of graduates. These performance funds shall not be awarded for certifications earned through continuing workforce education programs.

Industry certifications earned by students enrolled in the 2015-2016 academic year which were eligible to be included in the funding allocation for the 2015-2016 fiscal year and were not included in the fiscal year due to the early data reporting deadline may be reported by colleges and included in the allocation of funds for the 2016-2017 fiscal year. Colleges shall maintain documentation for student attainment of industry certifications that are eligible for performance funding. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the colleges. If a college is unable to comply, the college shall refund the performance funding to the state.

126 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - FLORIDA COLLEGE SYSTEM
PROGRAM FUND

Funds provided in Specific Appropriation 126 are provided for operating funds and approved baccalaureate programs, and shall be allocated as follows:

- Eastern Florida State College................................................. 32,324,704
- Broward College................................................................. 67,548,659
- College of Central Florida................................................ 16,615,299
- Chipola College....................................................................... 8,301,874
- DayCena State College.......................................................... 39,459,238
- Florida SouthWestern State College................................. 24,103,318
- Florida State College at Jacksonville.............................. 57,943,767
- Florida Keys Community College........................................ 5,285,785
- Gulf Coast State College...................................................... 17,050,098
- Hillsborough Community College..................................... 51,075,179
- Indian River State College.................................................. 36,647,497
- Florida Gateway College...................................................... 9,651,246
- Lake-Sumter State College.................................................. 11,111,373
- State College of Florida, Manatee-Sarasota....................... 20,191,304
- Miami Dade College.............................................................. 131,133,785
- North Florida Community College........................................ 5,836,545
- Northwest Florida State College......................................... 14,333,053
- Palm Beach State College................................................... 46,047,306
- Pasco-Hernando State College............................................. 23,924,744
- Pensacola State College...................................................... 26,123,991
- Polk State College............................................................... 21,917,820
- Saint Johns River State College......................................... 14,346,346
- Saint Petersburgh College................................................ 52,062,589
- Santa Fe College................................................................. 28,609,989
- Seminole State College of Florida...................................... 32,005,999
- South Florida State College............................................... 11,847,613
- Tallahassee Community College......................................... 25,171,655
- Valencia College............................................................... 60,413,037
- Performance Based Incentives............................................ 60,000,000

Prior to the disbursement of funds in Specific Appropriations 12 and 126, colleges shall submit an operating budget for the expenditure of these funds as provided in section 1011.30, Florida Statutes. The operating budget shall clearly identify planned expenditures for baccalaureate programs and shall include the sources of funds.
For advanced and professional, postsecondary vocational, developmental education, educator preparation, institute programs, and baccalaureate degree programs, tuition and fees shall be assessed in accordance with section 1009.23, Florida Statutes.

For programs leading to a career certificate or an applied technology diploma, and for adult general education programs, tuition and fees shall be assessed in accordance with section 1009.22, Florida Statutes.

Pursuant to the provisions of section 1009.26(1), Florida Statutes, Florida colleges may grant fee waivers for programs funded through Workforce Development Education appropriations for up to eight percent of the fee revenues that would otherwise be collected.

From the funds in Specific Appropriations 12 and 126, each Florida college shall report enrollment for adult general education programs identified in section 1004.02, Florida Statutes, in accordance with the Department of Education instructional hours reporting procedures. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the Florida colleges.

Each Florida college board of trustees is given flexibility to make necessary adjustments to its operating budget. If any board reduces individual programs or projects within the Florida college by more than 10 percent during the 2016-2017 fiscal year, written notification shall be made to the Executive Office of the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Department of Education.

From the funds provided in Specific Appropriation 126 for Performance Based Incentives, $30,000,000 is included as the state investment in performance funding and $30,000,000 is redistributed from the base budget of the institutions in the Florida college system as the institutional investment in performance funding.

STATE BOARD OF EDUCATION

From the funds provided in Specific Appropriations 128 through 140, the Commissioner of Education shall prepare and provide to the chair of the Senate Committee on Appropriations, the chair of the House of Representatives Appropriations Committee, and the Executive Office of the Governor on or before October 1, 2016, a report containing the following: the federal indirect cost rate(s) approved to be used for the 12 month period of the 2016-2017 fiscal year and the data on which the rate(s) was established; the estimated amount of funds the approved rate(s) will generate; the proposed expenditure plan for the amount generated; and the June 30, 2016, balance of all unexpended federal indirect cost funds.

From the funds provided in Specific Appropriations 128 through 140, the Department of Education shall publish on the Florida Department of Education website by December 31, 2016, from each school district's Annual Financial Report, expenditures on a per FTE basis for the following fund types: General Fund, Special Revenue Fund, Debt Service Fund, Capital Project Fund and a Total. Fiduciary funds, enterprise funds, and internal service funds shall not be included. This funding information shall also be published in the same format on each school district’s website by December 31, 2016.

Funds provided in Specific Appropriations 128 through 140 for the Working Capital Trust Fund shall be cost-recovered from funds used to pay data processing services provided in accordance with section 216.272, Florida Statutes.

From the funds provided in Specific Appropriations 138, 139, and 140, the Department of Education shall pay for data center services based on the actual direct and indirect costs to the Department of Education. These funds shall not be used to subsidize another entity’s costs.

130 EXPENSES

From the funds provided in Specific Appropriation 130, $42,813 from the General Revenue Fund is provided to the Department of Education to pay the state’s dues to the Interstate Commission on Educational Opportunity for Military Children for the 2016-2017 fiscal year.

140 DATA PROCESSING SERVICES

NORTHWEST REGIONAL DATA CENTER (NWRCDC)

The funds provided in Specific Appropriation 140 shall not be
utilized for any costs related to the potential expansion of floor space operated and managed by the Northwest Regional Data Center.

UNIVERSITIES, DIVISION OF

PROGRAM: EDUCATIONAL AND GENERAL ACTIVITIES

Funds in Specific Appropriations 13 through 17 and 141 through 153 are provided as grants and aids to support the operation of state universities. Funds provided to each university are contingent upon that university following the provisions of chapters 1000 through 1013, Florida Statutes, which relate to state universities. Any withholding of funds pursuant to this provision shall be subject to the approval of the Legislative Budget Commission.

141 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - MOFFITT CANCER CENTER
AND RESEARCH INSTITUTE

The funds in Specific Appropriation 141 shall be transferred to the Moffitt Cancer Center to support the operations of this state university system entity. Funds in Specific Appropriation 141 may be transferred to the Agency for Health Care Administration and used as state matching funds for Moffitt to adjust the Medicaid inpatient reimbursement and outpatient readmission adjustment applied to the H. Lee Moffitt Cancer Center and Research Institute and other Medicaid reductions to its reimbursements up to the actual Medicaid inpatient and outpatient costs. In the event that enhanced Medicaid funding is not implemented by the Agency for Health Care Administration, these funds shall remain appropriated to the H. Lee Moffitt Cancer Center and Research Institute to continue the original purpose of providing research and education related to cancer.

142 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - EDUCATION AND GENERAL
ACTIVITIES

The funds provided in Specific Apporptions 142 through 150 from the Education and General Student and Other Fees Trust Fund are the only budget authority provided in this act for the 2016-2017 fiscal year to the named universities to expend tuition and fees that are collected during the 2016-2017 fiscal year and carried forward from the prior fiscal year and that are appropriated into local accounts pursuant to section 1011.4106, Florida Statutes. The expenditure of tuition and fee revenues from local accounts by each university shall not exceed the authority provided by these specific appropriations, unless approved pursuant to the provisions of chapter 216, Florida Statutes.

General revenue funds provided in Specific Appropriations 142 through 150 to each of the named universities are contingent upon each university complying with the tuition and fee policies established in Part II of chapter 1009, Florida Statutes. However, the funds appropriated to a specific university shall not be affected by the failure of another university to comply with this provision.

Funds in Specific Appropriations 13 through 17 and 142 through 153 shall be expended in accordance with operating budgets that must be approved by each university's board of trustees.

Funds in Specific Appropriation 142 from the General Revenue Fund shall be allocated as follows:

<table>
<thead>
<tr>
<th>University</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>257,904,038</td>
</tr>
<tr>
<td>Florida State University</td>
<td>238,431,519</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>65,128,983</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>159,097,663</td>
</tr>
<tr>
<td>University of South Florida, St. Petersburg</td>
<td>20,230,516</td>
</tr>
<tr>
<td>University of South Florida, Sarasota/Manteer</td>
<td>11,648,251</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>106,121,324</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>85,211,673</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>195,714,022</td>
</tr>
<tr>
<td>Florida International University</td>
<td>149,646,161</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>63,584,980</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>53,312,152</td>
</tr>
<tr>
<td>New College of Florida</td>
<td>15,446,614</td>
</tr>
<tr>
<td>Florida Polytechnic University</td>
<td>35,075,021</td>
</tr>
<tr>
<td>State University Performance Based Incentives</td>
<td>475,000,000</td>
</tr>
<tr>
<td>Board of Governors - Johnson Scholarships</td>
<td>1,237,500</td>
</tr>
<tr>
<td>Preeminent and Emerging Preeminent State Research Universities</td>
<td>15,000,000</td>
</tr>
</tbody>
</table>
Funds in Specific Appropriation 142 from the Education and General Student and Other Fees Trust Fund shall be allocated as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>340,500,302</td>
</tr>
<tr>
<td>Florida State University</td>
<td>238,310,768</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>67,801,614</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>206,348,108</td>
</tr>
<tr>
<td>University of South Florida, St. Petersburg</td>
<td>26,216,811</td>
</tr>
<tr>
<td>University of South Florida, Sarasota/Manatee</td>
<td>8,999,637</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>138,074,256</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>61,126,485</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>302,637,031</td>
</tr>
<tr>
<td>Florida International University</td>
<td>263,389,167</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>69,884,501</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>69,063,276</td>
</tr>
<tr>
<td>New College of Florida</td>
<td>6,783,402</td>
</tr>
<tr>
<td>Florida Polytechnic University</td>
<td>6,545,693</td>
</tr>
</tbody>
</table>

Undergraduate tuition shall be assessed in accordance with section 1009.24, Florida Statutes. Tuition for graduate and professional programs and out-of-state fees for all programs shall be established pursuant to section 1009.24, Florida Statutes. No state university may receive general revenue funding associated with the enrollment of out-of-state students.

Each university board of trustees is given flexibility to make necessary adjustments to its operating budget. If any board reduces individual programs or projects within the university by more than 10 percent during the 2016-2017 fiscal year, written notification shall be made to the Executive Office of the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Board of Governors.

Pursuant to section 1011.90, Florida Statutes, the development of these appropriations was based on the planned enrollment for each university as submitted by the Board of Governors on January 25, 2016.

Funds in Specific Appropriation 142 from the Phosphate Research Trust Fund are provided for the Florida Polytechnic University.

From the funds in Specific Appropriation 142 provided to the University of West Florida, $2,535,616 shall be released to the Florida Academic Library Services Cooperative at the University of West Florida at the beginning of the first quarter and $4,317,400 shall be released at the beginning of the second quarter in addition to the normal releases. The additional release is provided to maximize cost savings through centralized purchases of subscription-based electronic resources.

From the funds in Specific Appropriation 142 for the Florida Academic Library Services Cooperative and the Complete Florida Plus Program at the University of West Florida, administrative costs shall not exceed five percent.

From the general revenue funds in Specific Appropriation 142, the Board of Governors Foundation shall distribute $1,237,500 to state universities for Johnson Scholarships in accordance with section 1009.75 Florida Statutes. Sixty percent of such funds shall be released at the beginning of the first quarter and the balance at the beginning of the third quarter.

A minimum of 75 percent of the funds provided in Specific Appropriation 151 shall be allocated for need-based financial aid.

Funds in Specific Appropriation 151 shall be allocated as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>1,737,381</td>
</tr>
<tr>
<td>Florida State University</td>
<td>1,467,667</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>624,417</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>801,368</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>399,658</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>157,766</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>858,405</td>
</tr>
<tr>
<td>Florida International University</td>
<td>540,666</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>200,570</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>98,073</td>
</tr>
</tbody>
</table>
New College of Florida ........................................... 204,407  
Florida Polytechnic University .................................. 50,000

152  AID TO LOCAL GOVERNMENTS  
  GRANTS AND AIDS - INSTITUTE FOR HUMAN AND  
  MACHINE COGNITION

The funds in Specific Appropriation 152 shall be transferred to the  
Institute for Human and Machine Cognition to support the operations of  
this state university system entity.

BOARD OF GOVERNORS

154  SALARIES AND BENEFITS

From the funds provided in Specific Appropriation 154, the state  
funded portion of salaries for each employee of the Board of Governors  
shall not exceed $200,000.

161  DATA PROCESSING SERVICES  
  NORTHWEST REGIONAL DATA CENTER (NWRDC)

The funds provided in Specific Appropriation 161 shall not be  
utilized for any costs related to the potential expansion of floor space  
operated and managed by the Northwest Regional Data Center.
The implementing and administering provisions of this act apply to the General Appropriations Act for FY 2016-17.

Specifically, the bill:

- Incorporates the Florida Education Finance Program (FEFP) work papers by reference for the purpose of displaying the calculations used by the Legislature.

- Provides that funds provided for instructional materials shall be released and expended as required in proviso.

- Provides that any district school board that generates less than $2 million in revenue from one mill of ad valorem tax shall contribute 0.75 mills, rather than 1.5 mills for Fiscal Year 2015-2016 to the cost of funded special facilities projects.

- Amends 1011.62, F.S. to amend calculations made in the FEFP regarding:
  - Supplemental Academic Instruction and the extended day requirement for the lowest performing 300 elementary schools;
  - Sparsity Supplement;
  - Federally Connected Student Supplement; and
  - ESE Guaranteed Allocation.

- Requires the Department of Education to administer an educator liability insurance program, which provides a minimum of $2 million in liability coverage for all full-time public school instructional personnel.

- Extends the Adults with Disabilities Pilot Program for an additional year.

- Authorizes state universities to expend excess reserves for fixed capital outlay projects approved by the Board of Governors that are primarily for academic instructional space or for critical deferred maintenance needs in this area.

- Reauthorizes the State University System Performance-Based Incentive.
• Amends the preeminent state research universities program by modifying the academic and research excellence standards and requiring the Board of Governors (BOG) to designate each state university that meets at least six of the 12 academic and research excellence standards as an “emerging preeminent state research university.”

• Reauthorizes the Florida College System Performance-Based Incentive.

• Establishes the Distinguished Florida College System program which recognizes the highest performing Florida Colleges.
<table>
<thead>
<tr>
<th>Budget Items</th>
<th>FY 2015-16 Budget</th>
<th>FY 2016-17 Chair's Recommendation</th>
<th>2016-17 Over/Under 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 The Fla Developmental Disabilities Council Help Me Grow</td>
<td>1,883,957</td>
<td>100,000</td>
<td>(1,783,957)</td>
</tr>
<tr>
<td>2 ARC Gateway - Pearl Nelson Child Development Center</td>
<td>-</td>
<td>3,000,000</td>
<td>3,000,000</td>
</tr>
<tr>
<td>3 Miami Children's Museum's Professional Development School Readiness Institute</td>
<td>-</td>
<td>504,250</td>
<td>504,250</td>
</tr>
<tr>
<td>4 Business &amp; Leadership Institute for Early Learning</td>
<td>-</td>
<td>350,000</td>
<td>350,000</td>
</tr>
<tr>
<td>5 Paradise Christian School Head Start Federal Match</td>
<td>-</td>
<td>297,250</td>
<td>297,250</td>
</tr>
<tr>
<td>6 Guiding Stars of Duval County</td>
<td>-</td>
<td>1,000,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>7 Hollywood Childcare Scholarships</td>
<td>-</td>
<td>861,000</td>
<td>861,000</td>
</tr>
<tr>
<td><strong>K-12 Program - Non-FEFP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Learning through Listening</td>
<td>1,141,704</td>
<td>1,141,704</td>
<td>-</td>
</tr>
<tr>
<td>9 After Care and Mentoring Grant Program</td>
<td></td>
<td>30,000,000</td>
<td>30,000,000</td>
</tr>
<tr>
<td>10 Assistance to Low Performing Schools (AP Professional Development)</td>
<td>4,000,000</td>
<td>4,000,000</td>
<td>-</td>
</tr>
<tr>
<td>11 Best Buddies</td>
<td>1,000,000</td>
<td>-</td>
<td>(1,000,000)</td>
</tr>
<tr>
<td>12 Big Brothers, Big Sisters</td>
<td>2,230,248</td>
<td>-</td>
<td>(2,230,248)</td>
</tr>
<tr>
<td>13 Florida Alliance of Boys and Girls Clubs</td>
<td>2,547,000</td>
<td>-</td>
<td>(2,547,000)</td>
</tr>
<tr>
<td>14 Take Stock in Children</td>
<td>6,125,000</td>
<td>-</td>
<td>(6,125,000)</td>
</tr>
<tr>
<td>15 Teen Trendsetters</td>
<td>300,000</td>
<td>-</td>
<td>(300,000)</td>
</tr>
<tr>
<td>16 Advancement Via Individual Determination (AVID)</td>
<td>700,000</td>
<td>-</td>
<td>(700,000)</td>
</tr>
<tr>
<td>Budget Items</td>
<td>FY 2015-16 Budget</td>
<td>FY 2016-17 Chair's Recommendation</td>
<td>2016-17 Over/Under 2015-16</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-----------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>YMCA State Alliance/YMCA Reads</td>
<td>-1- 764,972</td>
<td>-2- (764,972)</td>
<td>17</td>
</tr>
<tr>
<td>Mentoring/Student Assistance Initiatives</td>
<td>13,667,220</td>
<td>-</td>
<td>(13,667,220)</td>
</tr>
<tr>
<td>College Reach Out Program</td>
<td>1,000,000</td>
<td>-</td>
<td>(1,000,000)</td>
</tr>
<tr>
<td>Florida State University</td>
<td>450,000</td>
<td>450,000</td>
<td>-</td>
</tr>
<tr>
<td>University of Florida Health Science Center at Jacksonville</td>
<td>450,000</td>
<td>450,000</td>
<td>-</td>
</tr>
<tr>
<td>University of Miami</td>
<td>450,000</td>
<td>450,000</td>
<td>-</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>450,000</td>
<td>450,000</td>
<td>-</td>
</tr>
<tr>
<td>Keiser University</td>
<td>450,000</td>
<td>450,000</td>
<td>-</td>
</tr>
<tr>
<td>Florida Diagnostic and Learning Resources Centers</td>
<td>2,700,000</td>
<td>2,700,000</td>
<td>-</td>
</tr>
<tr>
<td>New World School of the Arts</td>
<td>650,000</td>
<td>-</td>
<td>(650,000)</td>
</tr>
<tr>
<td>School District Matching Grants Program</td>
<td>4,500,000</td>
<td>4,000,000</td>
<td>(500,000)</td>
</tr>
<tr>
<td>Educator Professional Liability Insurance</td>
<td>1,200,000</td>
<td>1,200,000</td>
<td>-</td>
</tr>
<tr>
<td>The Florida Best and Brightest Teacher Scholarship Program</td>
<td>44,022,483</td>
<td>-</td>
<td>(44,022,483)</td>
</tr>
<tr>
<td>Teacher and School Administrator Death Benefits</td>
<td>18,000</td>
<td>18,000</td>
<td>-</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>1,011,807</td>
<td>1,011,807</td>
<td>-</td>
</tr>
<tr>
<td>Florida State University (College of Medicine)</td>
<td>1,171,922</td>
<td>1,171,922</td>
<td>-</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>1,648,378</td>
<td>1,648,378</td>
<td>-</td>
</tr>
<tr>
<td>University of Florida (College of Medicine)</td>
<td>1,032,025</td>
<td>1,032,025</td>
<td>-</td>
</tr>
<tr>
<td>University of Florida (Jacksonville)</td>
<td>1,027,084</td>
<td>1,027,084</td>
<td>-</td>
</tr>
<tr>
<td>University of Miami (Department of Psychology) incl. $375,000 for Nova SE Univ</td>
<td>1,725,506</td>
<td>1,725,506</td>
<td>-</td>
</tr>
<tr>
<td>University of South Florida/Florida Mental Health Institute</td>
<td>1,383,278</td>
<td>1,383,278</td>
<td>-</td>
</tr>
<tr>
<td>Autism Program</td>
<td>9,000,000</td>
<td>9,000,000</td>
<td>-</td>
</tr>
<tr>
<td>Budget Items</td>
<td>FY 2015-16 Budget</td>
<td>FY 2016-17 Chair's Recommendation</td>
<td>2016-17 Over/Under 2015-16</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>40 Regional Education Consortium Services</td>
<td>1,445,390</td>
<td>1,445,390</td>
<td>-</td>
</tr>
<tr>
<td>41 Florida Virtual Curriculum Marketplace</td>
<td>1,000,000</td>
<td>-</td>
<td>(1,000,000)</td>
</tr>
<tr>
<td>42 Fla Assn of District School Superintendents Training</td>
<td>500,000</td>
<td>500,000</td>
<td>-</td>
</tr>
<tr>
<td>43 Principal of the Year</td>
<td>29,426</td>
<td>29,426</td>
<td>-</td>
</tr>
<tr>
<td>44 School Related Personnel of the Year</td>
<td>6,182</td>
<td>370,000</td>
<td>363,818</td>
</tr>
<tr>
<td>45 Teacher of the Year</td>
<td>18,730</td>
<td>770,000</td>
<td>751,270</td>
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<td>FY 2016-17 Chair's Recommendation</td>
<td>2016-17 Over/Under 2015-16</td>
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## Chair's Recommended Budget Fiscal Year 2016-17 Projects

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<th>Local Funding Initiative</th>
<th>FY 2015-16 Budget</th>
<th>FY 2016-17 Chair's Recommendation</th>
<th>2016-17 Over/Under 2015-16</th>
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<td><strong>Workforce Education</strong></td>
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### Chair's Recommended Budget Fiscal Year 2016-17 Projects

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<th>FY 2016-17 Chair's Recommendation</th>
<th>2016-17 Over/Under 2015-16</th>
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<tr>
<td>50 UCF - Lou Frey Institute of Politics and Government</td>
<td>650,000</td>
<td>500,000</td>
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<tr>
<td>51 UCF Health - Crohn's and Colitis Research</td>
<td>837,000</td>
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<tr>
<td>52 UCF Urban Teacher Institute</td>
<td>0</td>
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<tr>
<td>53 UF - Lastinger Center Aviation and Space Algebra Initiative</td>
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</tr>
<tr>
<td>54 UF - Lastinger Center for Learning Algebra Nation</td>
<td>2,000,000</td>
<td>0</td>
<td>(2,000,000)</td>
</tr>
<tr>
<td>55 UF - Lastinger Center for Learning Math Nation</td>
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</tr>
<tr>
<td>56 UF Coqui Radiopharmaceuticals Corporation</td>
<td>500,000</td>
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</tr>
<tr>
<td>57 UF Health - Center for Translational Research in Neurodegenerative Disease</td>
<td>1,000,000</td>
<td>0</td>
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</tr>
<tr>
<td>58 UF/IFAS - Beef Teaching Unit</td>
<td>725,000</td>
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</tr>
<tr>
<td>59 UF/IFAS - Cattle Research</td>
<td>275,000</td>
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</tr>
</tbody>
</table>
# Chair's Recommended Budget Fiscal Year 2016-17 Projects

<table>
<thead>
<tr>
<th>Local Funding Initiative</th>
<th>FY 2015-16 Budget</th>
<th>FY 2016-17 Chair's Recommendation</th>
<th>2016-17 Over/Under 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 UF/IFAS - Cervidae Disease Research</td>
<td>2,000,000</td>
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<tr>
<td>61 UF/IFAS - Florida Ag Initiative</td>
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<tr>
<td>62 UF/IFAS - Southwest Florida/Immokalee Research and Education Center</td>
<td>1,000,000</td>
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<tr>
<td>63 UNF - Advanced Manufacturing &amp; Materials Innovation</td>
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<td>1,855,000</td>
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<tr>
<td>64 UNF - Culture of Completion and Career Initiative</td>
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<td>2,000,000</td>
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<tr>
<td>65 UNF - Highly Qualified Teacher Grants/Teaching Point</td>
<td>700,000</td>
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<tr>
<td>66 USF - Cybersecurity Initiative</td>
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<tr>
<td>67 USF - Tampa Bay History Center</td>
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<tr>
<td>68 USF Health - Center for Translational Research in Neurodegenerative Disease</td>
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</tr>
<tr>
<td>69 USF Health - Veteran PTSD and Traumatic Brain Injury Study</td>
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<tr>
<td>70 USF Health - Veteran PTSD Study</td>
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<tr>
<td>71 USF Health - Veterans Service Center</td>
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<tr>
<td>72 USF SP - Family Study Center</td>
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</tr>
<tr>
<td>73 USF-SM - PAInT Program</td>
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<tr>
<td>74 USF-SP - Center for Innovation</td>
<td>260,413</td>
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<tr>
<td>75 USF-SP Greenhouse Project</td>
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<tr>
<td>76 UWF - Office of Economic Development and Engagement</td>
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<td>77 UWF - Physician Assistance Program</td>
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<tr>
<td>78 UWF - Veteran and Military Support</td>
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<tr>
<td>79 UWF - Operational Support</td>
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<tr>
<td><strong>Private Colleges and Universities</strong></td>
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<tr>
<td>80 Beacon College - Tuition Assistance</td>
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</tbody>
</table>
# Chair's Recommended Budget Fiscal Year 2016-17 Projects

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<thead>
<tr>
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<th>2016-17 Over/Under 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 Bethune Cookman - Project Child</td>
<td>500,000</td>
<td>0</td>
<td>(500,000)</td>
</tr>
<tr>
<td>82 Bethune Cookman - Small, Women and Minority-Owned Businesses</td>
<td>100,000</td>
<td>0</td>
<td>(100,000)</td>
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<tr>
<td>83 Bethune-Cookman College of Business and Entrepreneurship</td>
<td>0</td>
<td>1,000,000</td>
<td>1,000,000</td>
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<tr>
<td>84 Edward Waters - Institute on Criminal Justice</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>0</td>
</tr>
<tr>
<td>85 ERAU - Aerospace Academy</td>
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<td>3,000,000</td>
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<tr>
<td>86 ERAU - Manufacturing Academy and Apprenticeship/Internship Program</td>
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<tr>
<td>87 ERAU - Technology Park</td>
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<td>5,000,000</td>
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<tr>
<td>88 Florida Memorial - Technology Upgrades</td>
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<tr>
<td>89 LECOM/Florida - Health Programs</td>
<td>1,791,010</td>
<td>1,691,010</td>
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<tr>
<td>90 Medical Training and Simulation Lab</td>
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<tr>
<td>91 Southeastern University Simulation Laboratory</td>
<td>500,000</td>
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</table>

## Student Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>FY 2016-17 Chair's Recommendation</th>
<th>2016-17 Over/Under 2015-16</th>
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<tbody>
<tr>
<td>92 Honorably Discharged Graduate Assistance Program</td>
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<tr>
<td>93 McKnight Doctoral Fellowship Program</td>
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<tr>
<td>94 Minority Teacher Scholarship</td>
<td>0</td>
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## Vocational Rehabilitation

<table>
<thead>
<tr>
<th></th>
<th>FY 2016-17 Chair's Recommendation</th>
<th>2016-17 Over/Under 2015-16</th>
</tr>
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<tbody>
<tr>
<td>95 Flagler Adults with Disabilities Program</td>
<td>0</td>
<td>535,892</td>
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<tr>
<td>96 Inclusive Transition and Employment Management Program (ITEM)</td>
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<tr>
<td>97 Jackson Adults with Disabilities Program</td>
<td>0</td>
<td>1,019,247</td>
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</table>
# Chair's Recommended Budget Fiscal Year 2016-17 Projects

<table>
<thead>
<tr>
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<th>FY 2016-17 Chair's Recommendation</th>
<th>2016-17 Over/Under 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>98 Miami-Dade Adults with Disabilities Program</td>
<td>0</td>
<td>1,125,208</td>
<td>1,125,208</td>
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<tr>
<td>99 Our Pride Academy</td>
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<tr>
<td>100 Sumter Adults with Disabilities Program</td>
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<tr>
<td>101 Palm Beach Habilitation Center</td>
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<tr>
<td>102 Community Based Supported Employment</td>
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<tr>
<td>103 Adults with Disabilities - Helping People Succeed</td>
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<td>109,006</td>
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<tr>
<td>104 Broward County Public Schools Adults with Disabilities</td>
<td>0</td>
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<tr>
<td>105 The WOW Center Captial Improvements</td>
<td>202,253</td>
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<tr>
<td><strong>Blind Services</strong></td>
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<tr>
<td>106 Florida Association of Agencies Serving the Blind</td>
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<tr>
<td>107 Lighthouse for the Blind and Visually Impaired - Miami</td>
<td>150,000</td>
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</tr>
<tr>
<td>108 Lighthouse for the Blind and Visually Impaired - Orange</td>
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<td>250,000</td>
</tr>
<tr>
<td>109 Lighthouse for the Blind and Visually Impaired - Pasco/Hernando</td>
<td>50,000</td>
<td>100,000</td>
<td>50,000</td>
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</tbody>
</table>