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<td>Tab 1</td>
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<td>CS/SB 434 by ED, Montford; (Identical to H 00957) Designation of School Grades</td>
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<td>Tab 5</td>
<td>SB 836 by Simmons; (Identical to H 00641) Funds for the Operation of Schools</td>
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### The Florida Senate

**COMMITTEE MEETING EXPANDED AGENDA**

**APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**

**Senator Stargel, Chair**

**Senator Diaz, Vice Chair**

**MEETING DATE:** Wednesday, January 29, 2020

**TIME:** 9:00—10:30 a.m.

**PLACE:** *Pat Thomas Committee Room, 412 Knott Building*

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

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**Contuation of Tuesday, January 28, 2020 Meeting:**

<table>
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<tr>
<th>TAB</th>
<th>BILL NO. and INTRODUCER</th>
<th>BILL DESCRIPTION and SENATE COMMITTEE ACTIONS</th>
<th>COMMITTEE ACTION</th>
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<tr>
<td></td>
<td><strong>SB 62</strong></td>
<td>K-12 Education; Requiring that a resolution to levy discretionary sales tax include a statement containing certain information; defining the term &quot;early college program&quot;; changing the calculation of full-time equivalent student membership for dual enrollment purposes; providing for calculation of full-time equivalent membership for students earning the Capstone Diploma; requiring school board mental health policies and procedures to include certain items, etc.</td>
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<td>(Compare H 641, S 836, S 1246, S 7040)</td>
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<td><strong>SB 72</strong></td>
<td>Postsecondary Education; Clarifying requirements for new construction, remodeling, or renovation projects; establishing state universities of distinction throughout the State University System; requiring that grant awards administered through the Florida Public Postsecondary Career Education Student Assistance Grant Program not exceed a certain amount; specifying eligibility for initial awards under the Benacquisto Scholarship Program; revising the dates by which a spending plan must be submitted to a Florida College System institution’s board of trustees for approval, etc.</td>
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<td>(Compare CS/H 613, S 1402)</td>
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<td><strong>CS/SB 434</strong></td>
<td>Designation of School Grades; Revising the components on which a school’s grade is based, etc.</td>
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<td>SB 486 Bradley (Similar S 440)</td>
<td>Florida Best and Brightest Programs; Repealing provisions relating to the Florida Best and Brightest Teacher Program and the Florida Best and Brightest Principal Program, etc.</td>
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<td>SB 836 Simmons (Identical H 641, Compare S 62)</td>
<td>Funds for the Operation of Schools; Revising the annual allocation to school districts to include an additional calculation of full-time equivalent membership for students who earn a College Board Advanced Placement Capstone Diploma, etc.</td>
<td>Favorable Yeas 8 Nays 0</td>
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<td>Review and Discussion of Fiscal Year 2020-2021 Budget Issues Relating to: Department of Education Office of Early Learning Board of Governors</td>
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<td>Other Related Meeting Documents</td>
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I. Summary:

PCS/SB 62 modifies the dual enrollment and collegiate high school programs to ensure students have access to such programs and modifies a number of provisions related to education funding. Specifically, the bill:

- Specifies that the resolution required for voters to approve the levy of a discretionary sales surtax for school capital outlay must include a statement that the revenues collected will be shared with charter schools based on their proportionate share of the total school district enrollment.
- Modifies how school districts share capital outlay funding with charter schools.
- Modifies how charter schools may spend the surtax revenues.
- Prohibits charter schools from receiving capital outlay funds unless the charter school certifies that the funds will not be used for personal financial enrichment.
- Modifies the dual enrollment program to increase access for students by specifying that:
  - School districts or Florida College System institutions may not deny an eligible student from participating in dual enrollment and may not establish eligibility criteria in addition to those in law.
  - Instructional materials are free-of-charge for students in private schools and home education programs.
  - Private schools are exempt from the payment of tuition and fees for dual enrollment.
o Establishes a requirement for the Commissioner of Education to report to the Governor and Legislature regarding the status of dual enrollment programs for public and private school and home education program students.

- Creates the Dual Enrollment Scholarship Program in the Department of Education to reimburse eligible postsecondary institutions a specified amount for tuition and instructional materials for dual enrollment courses taken by private school and home education program students in the fall and spring terms, and by all students in the summer term, subject to appropriation in the General Appropriations Act.

- Expands the Florida Education Finance Program (FEFP) funding to incentivize school districts to offer secondary students access to advanced coursework through dual enrollment and early college programs. The bill:
  o Provides bonus full-time equivalent (FTE) funding to public school districts for each dual enrollment general education core course with an earned grade of “C” or better:
    - Students enrolled in an early college program generate a 0.16 FTE student membership bonus.
    - Students not enrolled in an early college program generate a 0.08 FTE student membership bonus.
  o Provides bonus funding of 0.3 FTE student membership for each student who completes an associate degree through the dual enrollment program with at least a 3.0 grade point average.
  o Requires school districts to allocate at least 50 percent of the bonus funds for dual enrollment and early college programs to the schools that generated the funds to support academic guidance and postsecondary related activities.

- Adds new requirements to the mental health plans that school districts and charter schools must submit in order to receive the mental health assistance allocation in the FEFP.

- Creates a new categorical in the FEFP to assist districts in increasing teacher salaries.

- Removes the July 1, 2020, expiration date for the funding compression allocation within the FEFP.

- Provides an exception that, if a new construction project is funded solely through local impact fees, such funds are exempt from the total cost per student station requirements.

The bill does not require appropriation of additional state funds, but it may provide additional FEFP funds to those school districts with more students successfully completing dual enrollment coursework. See Section V.

The bill takes effect on July 1, 2020.

II. **Present Situation:**

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

**School Capital Outlay Surtax**

*Present Situation*

The law authorizes school districts to levy discretionary sales surtaxes for school capital outlay. Each county school board may levy, pursuant to approval by a majority vote of the electors of the county voting in a referendum, a discretionary sales surtax at a rate not to exceed 0.5 percent.¹

The resolution must include a statement that provides a brief and general description of the school capital outlay projects to be funded by the surtax.² The resolution must include a plan for the use of the surtax proceeds for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses that have a useful life expectancy of five or more years, and any land acquisition, land improvement, design, and related engineering costs. The plan must also include the costs of retrofitting and providing for technology implementation, including hardware and software, for the various sites within the school district. Surtax revenues may be used for the purpose of servicing bond indebtedness to finance authorized projects, and any interest accrued may be held in trust to finance the projects.³

The Department of Revenue collects the surtax revenues and is required by law to distribute them to the district school board imposing the tax.⁴ There is currently no provision in law requiring school districts to share the capital outlay surtax funds with charter schools.

*Effect of Proposed Changes*

The bill establishes an additional requirement for the resolution that is required for voters to approve the levy of a discretionary sales surtax at a rate that may not exceed 0.5 percent. Specifically, such resolution must include a statement that the revenues collected shall be shared with charter schools based on their proportionate share of the total school district enrollment.

The bill also requires that charter schools expend the surtax funds in a manner consistent with existing allowable uses for charter school capital outlay funding, as set forth in section 1013.62(4), Florida Statutes.

**Funds for Comprehensive Educational Plant Needs**

*Present Situation*

Current law prohibits a district school board from using funds from specified sources, including the nonvoted 1.5-mill levy of ad valorem property taxes, for any new construction of educational plant space with a total cost per student station exceeding:⁵

- $23,275 for an elementary school;

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¹ Section 212.055, F.S.
² Section 212.055(6)(b), F.S.
³ Section 212.055(6)(c), F.S.
⁴ Section 212.055(6)(d), F.S.
⁵ Section 1013.64(6)(b)1., F.S.
- $25,135 for a middle school; or
- $32,648 for a high school.

Except for educational facilities and sites subject to a lease-purchase agreement financed with sales tax revenues, a district school board may not use funds from any source for the new construction of educational plant space with a total cost per student station exceeding the cost per student station limits unless a contract for architectural and design services or for construction management services was executed before July 1, 2017.7

**Effect of Proposed Changes**

The bill provides an additional exception by allowing new construction projects funded solely through local impact fees to be exempt from the total cost per student station requirements.

**Charter School Capital Outlay**

**Present Situation**

Charter school capital outlay funding may consist of state funds appropriated in the General Appropriations Act and revenue resulting from the discretionary millage authorized in s. 1011.71(2), F.S. The following table shows recent state appropriations for this purpose since 2016.

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<th>Year</th>
<th>State Appropriation for Charter School Capital Outlay</th>
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<td>2016</td>
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<td>2017</td>
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<tr>
<td>2018</td>
<td>$145,286,200</td>
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<tr>
<td>2019</td>
<td>$158,209,945</td>
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Beginning in 2019-2020, if the amount of state funds for charter school capital outlay is less than the average charter school capital outlay funds per unweighted full-time equivalent student for the 2018-2019 fiscal year, multiplied by the estimated number of charter school students for the applicable fiscal year and adjusted by changes in the Consumer Price Index, charter school capital outlay funding must also consist of revenue resulting from the discretionary 1.5 millage authorized in s. 1011.71(2), F.S.12

**Eligibility Criteria**

To be eligible for charter school capital outlay funding, a charter school must.13

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7 Section 1013.64(6)(b)3., F.S.
8 Specification Appropriation 19, s. 2, ch. 2016-66, L.O.F.
9 Specification Appropriation 18, s. 2, ch. 2017-70, L.O.F.
10 Specification Appropriation 21, s. 2, ch. 2018-9, L.O.F.
11 Specification Appropriation 18, s. 2, ch. 2019-115, L.O.F.
12 Section 1013.62(1), F.S.
13 Section 1013.62(1)(a), F.S.
• Have been in operation for two or more years, be governed by a governing board established in the state for three or more years which operates both charter schools and conversion charter schools within the state, be an expanded feeder chain\textsuperscript{14} of a charter school within the same school district that is currently receiving charter school capital outlay funds, have been accredited by the Commission on Schools of the Southern Association of Colleges and Schools, or serve students in facilities that are provided by a business partner for a charter school-in-the-workplace.

• Have an annual audit that does not reveal any of the financial emergency conditions provided in s. 218.503(1), F.S., for the most recent fiscal year for which such audits are available.

• Have satisfactory student achievement based on state accountability standards applicable to the charter school.\textsuperscript{15}

• Have received final approval from its sponsor for operation during that fiscal year.

• Serve students in facilities that are not provided by the charter school’s sponsor.

A charter school is not eligible for a funding allocation if it was created by the conversion of a public school and operates in facilities provided by the charter school’s sponsor for a nominal fee, or at no charge, or if it is directly or indirectly operated by the school district.\textsuperscript{16}

Effect of Proposed Changes

The bill modifies the conditions by which the state appropriation for charter school capital outlay must also consist of revenue from the school district’s discretionary 1.5 millage. The bill establishes a set appropriation amount of $165 million that would trigger the inclusion of the discretionary millage. Beginning in 2020-2021, charter school capital outlay funding would only consist of the state appropriation unless the state appropriation was less than $165 million.

The bill also expresses that a charter school is not eligible for a funding allocation unless the chair of the governing board and chief administrative officer of the charter school annually certify under oath that the funds will be used solely and exclusively for constructing, renovating, leasing, purchasing, financing, or improving charter school facilities that are:

• Owned by a school district, political subdivision of the state, municipality, Florida College System institution, or state university;

• Owned by an organization, qualified as an exempt organization under s. 501(c)(3) of the Internal Revenue Code, or a tax support organization under section 509 of the Internal Revenue Code,\textsuperscript{17} whose articles of incorporation specify that upon the organization’s dissolution, the subject property, subject to any indebtedness secured thereby and the satisfaction of the organization’s other debts, will be transferred to another tax exempt organization, including one organized for educational purposes, or a school district, political

\textsuperscript{14} Rule 6A-2.0020, F.A.C., provides that a charter school may be part of an expanded feeder chain if it either sends or receives a majority of its students directly to or from a charter school that is currently receiving capital outlay funding.

\textsuperscript{15} Rule 6A-2.0020, F.A.C., provides that the eligibility requirement for student achievement must be determined by the school’s most recent grade designation or school improvement rating from the state accountability system. A charter school receiving an “F”, receiving two consecutive grade designations lower than a “C”, or an “Unsatisfactory” school improvement rating shall not be eligible for capital outlay funding.

\textsuperscript{16} Section 1013.62(1)(b), F.S.

\textsuperscript{17} A tax support organization is defined in 26 U.S.C. s. 509(a)(3) and operates exclusively for the benefit of other specific tax-exempt organizations, including qualified educational organizations.
subdivision of the state, municipality, Florida College System institution, or state university; or
- Owned by and leased, at a fair market value in the school district in which the charter school is located, from a person or entity that is not an affiliated party of the charter school.

The bill defines “affiliated party of the charter school” to mean:
- The applicant for the charter school pursuant to s. 1002.33, F.S.;
- The governing board of the charter school or a member of the governing board;
- The charter school principal;
- An employee of the charter school; or
- A relative of a charter school governing board member, a charter school principal or a charter school employee.

Dual Enrollment

Present Situation

Florida law provides students in secondary schools access to advanced coursework. Such coursework is intended to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject.18

Dual enrollment is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward both a high school diploma and a career certificate or an associate or baccalaureate degree.19

Eligibility Criteria

An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with the requirements specified in law20 and provides a secondary curriculum pursuant to law.21 Students who meet the eligibility requirements and who participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.22

The following table shows 2018-2019 academic year dual enrollment participation by public and private school and home education program students at Florida College System (FCS) institutions, state universities, and at eligible private colleges and universities.

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18 Section 1007.27(1), F.S.
19 Section 1007.271(1), F.S.
20 Section 1002.42(2), F.S.
21 Section 1007.271(2), F.S.
22 Section 1007.271(16), F.S. Florida law specifies that the provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, do not apply to students who select the option of enrolling in an eligible independent institution. Section 1011.62(1)(i), F.S. An eligible independent institution is an independent college or university, which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02. Id.
In general, about three times as many students take dual enrollment courses at an FCS institution during the fall and spring terms than in the summer term.\(^{26}\) About ten times as many students take dual enrollment courses at a state university in the fall and spring compared to the summer term.\(^ {27}\)

Student eligibility requirements for initial enrollment in college credit dual enrollment courses include a 3.0 unweighted high school grade point average (GPA) and the minimum score on a common placement test\(^ {28}\) adopted by the State Board of Education (SBE) which indicates that the student is ready for college-level coursework. For continued enrollment in college credit dual enrollment courses, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution. For initial and continued enrollment in career certificate dual enrollment courses, students must have a 2.0 unweighted high school GPA. Exceptions to the required GPA may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement. FCS institutions may establish additional student eligibility requirements, which may not arbitrarily prohibit or limit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. Such additional eligibility requirements must be included in the dual enrollment articulation agreement.\(^ {29}\)

**Notification of Dual Enrollment Option**

Each district school board must inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents must be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation.\(^ {30}\)

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\(^{23}\) Email, Florida Department of Education (Jan. 8, 2020).

\(^{24}\) Email, Florida Board of Governors (Jan. 3, 2020).

\(^{25}\) Email, Florida Department of Education (Jan 8, 2020).

\(^{26}\) Id. In 2018-2019, 74,071 students dually enrolled at an FCS institution in the fall and spring terms, and 22,240 students dually enrolled in the summer term (students enrolled in fall/spring and summer are counted twice). Id.

\(^{27}\) Email, Florida Board of Governors (Jan. 3, 2020). In 2018-2019, 14,658 students dually enrolled at a state university in the fall and spring terms, and 1,408 students dually enrolled in the summer term. Id.

\(^{28}\) The Postsecondary Education Readiness Test (PERT) is Florida's customized common placement test. The purpose of the PERT is to determine accurate course placement based on the student's skills and abilities. The PERT is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The PERT assessment system includes Placement and Diagnostic tests in mathematics, reading and writing. Rule 6A-10.0315, F.A.C. establishes the test scores used to determine whether a student is ready for college level coursework. Florida Department of Education, Common Placement Testing, http://www.fldoe.org/schools/higher-ed/fl-college-system/common-placement-testing.shtml (last visited April 2, 2019). As an alternative to PERT, students may take the ACCUPLACER, SAT, and ACT to demonstrate readiness to perform college-level work. Rule 6A-10.0315(2), F.A.C.; see also Rule 6A-14.064(1)(b), F.A.C.

\(^{29}\) Section 1007.271(3), F.S.

\(^{30}\) Section 1007.271(8), F.S.
Articulation Agreements

A dual enrollment articulation agreement establishes the guidelines for implementing the program for eligible students.31 Specifically, Florida law requires:

- Each district school superintendent and each public postsecondary institution president to develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution.32
- Each public postsecondary institution to enter into a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student’s parent.33
- Each public postsecondary institution to enter into a private school articulation agreement with each eligible private school in its geographic service area seeking to offer dual enrollment courses to its students.34
- In addition, district school boards and FCS institutions may enter into additional dual enrollment articulation agreements with state universities, and school districts may also enter into dual enrollment articulation agreements with eligible independent colleges and universities.35

Dual enrollment articulation agreements are developed locally by the entities specified in law. Florida law specifies the information that must be addressed in the dual enrollment articulation agreements.36 Such agreements must be submitted to the Florida Department of Education (DOE) by August 1 of each year.37 District school boards may not refuse to enter into a dual enrollment articulation agreement with a local FCS institution if that institution has the capacity to offer dual enrollment courses.38

Instructional Materials

Instructional materials assigned for use within dual enrollment courses must be made available to dual enrollment students from Florida public high schools free of charge. Florida law does not prohibit an FCS institution from providing instructional materials at no cost to a home education student or a student from a private school. Instructional materials purchased by a district school board or FCS institution board of trustees on behalf of dual enrollment students must be the property of the board against which the purchase is charged.39

32 Section 1007.271(21), F.S.
33 Section 1007.271(13), F.S.
34 Section 1007.271(24), F.S.
35 Section 1007.271(23), F.S.
36 Section 1007.271(13), (21), and (24), F.S.
37 Section 1007.271(13), (21), (23), and (24), F.S.
38 Section 1007.271(4), F.S.
39 Section 1007.271(17), F.S.
**Effect of Proposed Changes**

The bill modifies s. 1007.271, F.S., regarding dual enrollment student eligibility, notification requirements, articulation agreements, and funding. Such changes may increase dual enrollment opportunities for students through programmatic and financial supports and provide additional information to parents and students about dual enrollment benefits and responsibilities.

The bill modifies student eligibility for and access to dual enrollment. Specifically, the bill:

- Clarifies that a student eligible for dual enrollment includes a student enrolled in a home education program specified in law.
- Specifies that the individual student exceptions to the required high school grade point average (GPA) in current law are only for career certificate dual enrollment.
- Authorizes an exception to the required GPA for college credit dual enrollment for students who achieve higher scores than the established minimum on the common placement test adopted by the State Board of Education (SBE). Such exception must be specified in the articulation agreement.
- Removes the authorization for an FCS institution to establish additional dual enrollment eligibility criteria, to specify that a postsecondary institution may not establish additional initial student academic eligibility requirements.
- Specifies that a district school board or FCS institution may not deny a student who has met the state eligibility requirements from participating in dual enrollment unless the institution documents that it does not have the capacity to accommodate all eligible students seeking to participate in the dual enrollment program. If the institution documents that it does not have the capacity to accommodate all eligible students, participation must be based on a first-come, first-served basis.
- Specifies that a home education student must meet the same minimum score requirement on a common placement test required of other dually enrolled students.

The bill expands the notification requirement to parents to include legal guardians, and requires that students and their parents or legal guardians be informed that dual enrollment course grades are included in the student’s college GPA, become a part of the student’s permanent academic record, and may affect the student’s future financial aid eligibility. The bill also specifies that a school may not enroll a student in a dual enrollment course without an acknowledgment form on file, which must be signed by both the student and the student’s parent or legal guardian.

The bill extends the deadline for annual reporting of articulation agreements to the DOE from August 1, to October 1, which may provide additional time for agreements to be negotiated and approved by the school district and postsecondary governing boards.

The bill modifies provisions relating to the cost of dual enrollment to students and to postsecondary institutions. Specifically, the bill:

- Specifies that instructional materials used in dual enrollment courses are free to students at private schools and home education programs.

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40 Section 27, ch. 2018-6, L.O.F., included a provision removing from the home education articulation agreement a provision that such students must be responsible for their own instructional materials.
• Specifies that the private school of a student’s enrollment is exempt from the payment of tuition and fees to the postsecondary institution.
• Establishes the Dual Enrollment Scholarship Program as an additional funding source, for postsecondary institutions.

**Dual Enrollment Scholarship Program**

The bill creates s. 1009.31, F.S., to establish the Dual Enrollment Scholarship Program (program) within the DOE to support postsecondary institutions in providing dual enrollment to students in Florida secondary schools and home education programs.

For any student who meets the dual enrollment eligibility requirements established in law, the bill requires the program to:

• Beginning in the 2020 fall term, reimburse eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms.
• Beginning in the 2021 summer term, reimburse institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer terms.

The specific reimbursements amounts are as follows:

• FCS institutions are reimbursed at the in-state resident tuition rate established in law.\(^41\)
• State universities and independent postsecondary institutions are reimbursed at the standard tuition rate established in law.\(^42\)
• Workforce education instruction leading to a career certificate or an applied technology diploma shall be reimbursed at the standard tuition rate established in law. \(^43\)
• Institutions are reimbursed for instructional materials costs based on a rate as specified in the GAA.

The bill specifies that reimbursement for dual enrollment courses is contingent upon an appropriation in the GAA each year. If the statewide reimbursement amount is greater than the appropriation, the institutional reimbursement amounts must be prorated among the institutions that have reported eligible students to the DOE by the established deadlines.

Each participating institution must report to the DOE specified information about the student, postsecondary institution, course, and credits, and:

• Annually, by March 15, its eligible secondary students from private schools or home education programs who were enrolled during the previous fall or spring terms. For dual enrollment courses taken during the fall and spring terms, the DOE must reimburse institutions by April 15 of the same year.
• Annually, by July 15, its eligible public school, private school, or home education program students who were enrolled during the summer terms. For dual enrollment courses taken

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\(^{41}\) The standard in-state tuition rate at an FCS institution is $71.98 per credit hour. Section 1009.23(3)(a), F.S.

\(^{42}\) The standard in-state tuition rate at state universities is $105.07 per credit hour. Section 1009.24(4)(a), F.S.

\(^{43}\) The standard in-state tuition rate at state universities is $2.33 per contact hour. Section 1009.22(4)(c), F.S.
during the summer terms, the DOE must reimburse institutions by August 15 of the same year, before the beginning of the next academic year.

**Collegiate High School Program**

**Present Situation**

In 2014, the Legislature codified the collegiate high school program and specified related requirements. Florida law requires each Florida College System (FCS) institution to work with each district school board in its designated service area to establish one or more collegiate high school programs. In fall 2018, there were 11,146 students enrolled in a collegiate high school or collegiate high school program.

**Purpose**

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

**Program Contract**

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

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

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

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44 Section 10, ch. 2014-184, L.O.F.
45 Section 1000.21(3), F.S.
46 Section 1007.273(1), F.S.
47 Email, Florida Department of Education (Jan. 8, 2020).
48 Section 1007.273(2), F.S.
49 Section 1007.273(3), F.S.
50 Section 1007.273(5), F.S.
51 Section 1007.273(3), F.S.
Student Performance Contract

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

Effect of Proposed Changes

The bill modifies s. 1007.273, F.S., and changes the name of the collegiate high school program to the early college program. In addition, the bill:

- Changes the purpose of the program to remove specified grade levels and credit thresholds to specify that an early college program means a structured high school acceleration program in which a cohort of students is enrolled full-time in postsecondary courses toward an associate degree. The bill requires that the early college program prioritize courses applicable as general education core courses for an associate degree or a baccalaureate degree.
- Specifies that the early college program contract between a district school board and the local FCS institution, which includes a delineation of dual enrollment courses available, must include general education core courses.
- Requires the student performance contract for the early college program include a provision describing the applicability of dual enrollment courses in the program to an associate degree or a baccalaureate degree.
- Specifies that a charter school may execute a contract directly with the local FCS institution or another institution to establish an early college program at a mutually agreed upon location.

The bill establishes a reporting requirement relating to early college programs. Specifically, by November 30, 2021, and annually thereafter, the commissioner of education must report to the Governor, President of the Senate, and the Speaker of the House of Representatives the status of early college programs, including, at a minimum, a summary of student enrollment and completion at public and private postsecondary institutions.

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52 Section 1007.273(4), F.S. To participate in a collegiate high school program, an independent college or university must be an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Section 1007.273(5), F.S.
53 Section 1007.25, F.S. and Rule 6A-14.0303, F.A.C.
54 General education core course options consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. Beginning with students initially entering an FCS institution or state university in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. The general education core course options must be adopted in rule by the State Board of Education (SBE) and in regulation by the Board of Governors. Section 1007.25(3), F.S. See also Rule 6A-10.0303 and BOG Regulation 8.005.
In addition, the bill includes a conforming provision to change the name of the collegiate high school program to the early college program related to the requirements for a standard high school diploma for students with disabilities.\(^55\)

**Florida Education Finance Program (FEFP)**

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts. Under the FEFP, financial support for education is based on the full-time equivalent (FTE) student membership in public schools.\(^56\) The number of FTE students in each of the funded education programs is multiplied by cost factors\(^57\) relative to each program to obtain weighted FTE student values.\(^58\) The base student allocation from state and local funds is determined annually by the Legislature in the General Appropriations Act (GAA) and is a component in the calculation of each school district’s base funding.\(^59\) In addition to the base funding, the Legislature may appropriate categorical funding for specified programs, activities or purposes, such as for mental health assistance, and funding compression.\(^60\) School districts may also earn supplemental FTE funding through the FEFP for programs based on performance, such as College Board Advanced Placement bonus funding.\(^61\)

**Incentive Funding for Acceleration Programs**

**Present Situation**

Dual enrollment funding for public schools is included in the calculation of FTE students within the FEFP.\(^62\) There is no provision in law to allow for additional performance funding for students earning dual enrollment credit.

Florida schools offer high school acceleration programs such as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) to shorten the time necessary for a student to earn a high school diploma and a postsecondary degree, broaden the scope of curricular options available, and increase the depth of study available for a particular subject.\(^63\) The law provides the following benefits to schools and students engaged in these programs:

- Successful completion of a course examination in any of these programs qualifies for college credit.\(^64\)

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\(^{55}\) Section 1003.4282(10)(c)2., F.S.

\(^{56}\) Section 1011.62, F.S.

\(^{57}\) Program cost factors are based on desired relative cost differences between the following programs as established in the annual General Appropriations Act: grades K-3; 4-8; 9-12; two program cost factors for exceptional students; secondary career education programs; and English for Speakers of Other Languages. Section 1011.62(1)(c), F.S.


\(^{60}\) Section 1011.62(6) F.S.

\(^{61}\) Section 1011.62(1) F.S.


\(^{63}\) Section 1007.27(1), F.S.

\(^{64}\) Section 1003.4295, F.S.
The percentage of a school’s students eligible to earn college credit through any of these programs has a positive effect on the school’s grade.65

A grade earned in any of these programs is assigned additional weight for determining student eligibility for a Bright Futures Scholarship.66

The FEFP also provides a funding incentive for school districts with students in AP, IB, AICE courses who successfully complete AP, IB, and AICE examinations or earn an IB or AICE diploma.67 The additional FTE is calculated as follows:

- A value of 0.16 FTE student membership is calculated for each student in each AP course who receives a score of 3 or higher on the College Board AP examination.68
- A value of 0.16 FTE student membership is calculated for each student enrolled in an IB course who receives a score of 4 or higher on a subject examination. A value of 0.3 FTE student membership is calculated for each student who receives an IB diploma.69
- A value of 0.16 FTE student membership is calculated for each student enrolled in a full-credit AICE course, and 0.08 FTE student membership for each student enrolled in a half-credit AICE course, for each student who receives a score of E or higher on a subject examination. A value of 0.3 FTE student membership is calculated for each student who receives an AICE diploma.70

**Effect of Proposed Changes**

The bill adds new provisions for FEFP funding for students enrolled in dual enrollment courses and early college programs that are similar to FTE student membership incentives districts earn for students who complete of AP, IB, and AICE examinations. Specifically, for the 2020-2021 school year and thereafter, the bill:

- Provides bonus FTE funding to public school districts for any student who completes a general education core course through dual enrollment with an earned grade of “C” or better. Specifically:
  - Students enrolled in an early college program generate a 0.16 FTE student membership bonus.
  - Students not enrolled in an early college program generate a 0.08 FTE student membership bonus.
- Provides bonus FTE funding for each associate degree earned through the dual enrollment program with 3.0 GPA or better. Students earning an associate degree with the required GPA generate a 0.3 FTE student membership bonus. Courses taken prior to 2020-2021 may be included in the associate degree.
- Specifies that bonus funding will be added to the total FTE student membership in basic programs for grades 9-12 in the subsequent fiscal year and requires school districts to

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65 Section 1008.34(3)(b)2.b., F.S.
66 Section 1009.531(3)(a), F.S.
67 Section 1011.62, F.S. Accelerated mechanisms include, but are not limited to, dual enrollment and early admission, advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Section 1007.27(1), F.S.
68 Section 1011.62(1)(n), F.S.
69 Section 1011.62(1)(l), F.S.
70 Section 1011.62(1)(m), F.S.
allocate at least 50 percent of the bonus funds to the schools that generated the funds to support academic guidance and postsecondary readiness.

Adding performance funding incentives for students taking dual enrollment core courses may incentivize school districts to increase the number of students enrolled in dual enrollment core courses in both dual enrollment and early college programs.

**Mental Health Assistance Allocation**

**Present Situation**

The mental health assistance allocation is a categorical fund established to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families who may experience behavioral health issues with appropriate services. A total of $75 million was appropriated to school districts through the mental health assistance allocation for the 2019-2020 school year. In order to receive the allocation, a school district must develop and submit a plan outlining the local program and planned expenditures to the district school board for approval. This plan must include all district schools, including charter schools, unless a charter school chooses to independently develop and submit a plan outlining the local program and planned expenditures.

The plans must include elements such as:

- Identification of strategies to increase the amount of time that school-based student services personnel spend providing direct services to students, which may include the review and revision of district staffing resource allocations based on school or student mental health assistance needs.
- Strategies or programs to reduce the likelihood of at-risk students developing certain mental health problems.
- Strategies to identify mental health problems more effectively, to improve the provision of early intervention services, and to assist students in dealing with trauma and violence.

School districts are required to annually submit a report to the DOE on program outcomes and expenditures for the previous fiscal year, by September 30.

**Effect of Proposed Changes**

The bill modifies s. 1011.62, F.S., effective July 1, 2020, to clarify and add new requirements for the mental health plans that must be submitted by school districts in order to receive the mental health assistance allocation. In addition to existing requirements, the bill requires plans to include input from school and community stakeholders and include mental health policies and procedures that implement and support:

- Universal supports to promote psychological well-being, and safe and supportive school environments.

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71 Section 1011.62(16), F.S.
72 Specific Appropriation 93, s. 2, ch. 2019-115, L.O.F.
73 Section 1011.62(16), F.S.
74 Section 1011.62(16)2.(b). F.S.
• Methods for responding to a student with suicidal ideation, including training in suicide risk assessment and the use of suicide awareness, prevention, and screening instruments developed as required for continuing education and inservice training for youth suicide awareness and prevention; adoption of guidelines for informing parents of suicide risk; and implementation of school board policies for initiating involuntary examination of students at risk of suicide.

• A school crisis response plan that includes strategies to prevent, prepare for, respond to, and recover from a range of school crises. The plan must establish or coordinate the implementation of district-level and school-level crisis response teams whose membership includes, but is not limited to, representatives of school administration and school-based mental health service providers.

The bill also modifies district reporting requirements to the DOE and requires the DOE to submit a state summary of the required information from the school district reports to the Governor, the President of the Senate, and the Speaker of the House of Representatives, by November 1 of each year. The bill requires the DOE report to include school district data required under current law and requires both reports to additionally include:

• Program outcomes and expenditures for all public schools in the district, including charter schools.

• District-level and school-level information, including multiple-year trend data, when available.

• The number and ratio of school social workers, school psychologists, and certified school counselors employed by the district or charter school and the total number of licensed mental health professionals employed directly by the district or charter school.

These changes may provide more suitable data to assist in the refinement of policies and improve the provision of school-based mental health services.

**Funding Compression Allocation**

**Present Situation**

The funding compression allocation is a categorical fund established to provide additional funding to school districts and developmental research schools whose total funds per FTE in the prior year were less than the statewide average. Florida law specifies that the Legislature may provide an annual funding compression allocation in the GAA. In 2019, the Legislature appropriated $54,190,616 for a funding compression allocation to school districts and developmental research schools whose total funds per FTE in the prior school year were less than the statewide average. A district's allocation must not be greater than $100 per FTE. The funding compression allocation is scheduled to expire July 1, 2020.

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75 Section 1011.62(17), F.S.
77 Specific appropriation 93, ch. 2019-115, L.O.F.
78 Id.
79 Section 1011.62(17), F.S.
Effect of Proposed Changes

The bill removes the July 1, 2020 expiration date for the funding compression allocation within the FEFP.

Teacher Salary Increase Allocation

Present Situation

Currently, there is not a statewide minimum salary for instructional personnel, including teachers. The salaries of instructional personnel are set by each school district. Salary schedules provide differentiated pay for instructional personnel based on district-determined factors including employee performance.

The performance salary schedule provides the opportunity for annual salary adjustments for instructional personnel and school administrators based on performance. Instructional personnel and school administrators hired on or after July 1, 2014, and instructional personnel on annual contracts as of July 1, 2014, must be placed on the performance salary schedule. Only teachers rated effective or highly effective may receive a salary adjustment under a performance salary schedule.

A grandfathered salary schedule is a salary schedule adopted by a district school board for paying personnel hired before July 1, 2014, in which compensation is generally based on seniority and educational degree level. In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee’s compensation on the performance evaluation. In addition, the district must provide differentiated pay for instructional personnel and school administrators based on district-determined factors including, but not limited to, additional responsibilities, school demographics, critical teacher shortage areas, and level of job performance difficulties.

In 2013, the Legislature appropriated $480 million in the GAA for the Teacher Salary Increase Allocation for salary increases for school district and charter school classroom teachers, guidance counselors, social workers, psychologists, librarians, principals, and assistant principals. The salary increases were based on performance evaluations and were required to be at least $2,500 for personnel evaluated as “effective” and up to $3,500 for personnel evaluated as “highly effective”.

Currently, the only component of the FEFP that directly addresses teacher compensation is the Florida Best and Brightest Teacher Scholarship Program. The Florida Best and Brightest Teacher Scholarship Program was established in 2015 to provide eligible classroom teachers with a bonus award based on the teacher’s evaluation rating and performance on the SAT or ACT.

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80 Section 1012.22(1)(c), F.S.
81 Section 1011.60(4), F.S.
82 Section 1012.22(1)(c)5. Requirements for the performance evaluation are contained in s. 1012.34, F.S.
83 Section 1012.22(1)(c)5., F.S.
84 Section 1012.22(1)(c)4., F.S.
85 Section 1012.22(1)(c)5.b., F.S.
86 Section 1012.22(1)(c)4., F.S.
87 Section 2, ch.2013-40, L.O.F.
standardized assessment.\textsuperscript{88} In 2019, the Florida Best and Brightest Teacher Scholarship Program was revised to authorize three types of awards with distinct criteria for determining eligibility.\textsuperscript{89} The funding for the program is provided through the Florida Best and Brightest Teacher and Principal Allocation categorical fund within the FEFP.\textsuperscript{90} In 2018-2019, $284.5 million was appropriated for the Florida Best and Brightest Teacher and Principal Allocation.\textsuperscript{91}

**Effect of Proposed Changes**

The bill establishes a new teacher salary categorical fund to increase the minimum base salary for full-time classroom teachers or all instructional personnel, excluding substitute teachers. The bill:

- Specifies funds would be allocated based on each district’s share of the base FEFP allocation.
- Specifies funds for the minimum base salary increases may be provided in multiple years.
- Defines “minimum base salary” as the base annual salary before payroll deductions and excluding additional supplements.
- The bill specifies that the new categorical is subject to an appropriation in the GAA each year. The establishment of a new categorical fund within the FEFP specifically for teacher salary increases may improve teacher compensation, which in turn may incentivize more people to choose the teaching profession and may improve teacher retention.

The bill takes effect on July 1, 2020.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

\textsuperscript{88} Section 2, ch.2015-232, L.O.F.

\textsuperscript{89} Section 1012.731, F.S.

\textsuperscript{90} Section 1011.62(18), F.S.

\textsuperscript{91} Section 2, ch.2018-9, L.O.F.
V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

The financial supports for the dual enrollment and early college programs may increase opportunities for Florida secondary students to take college-credit courses that will count toward an associate or baccalaureate degree while still in high school, which may reduce costs for students and families.

C. Government Sector Impact:

The bill does not require the appropriation of additional state funds.

For the 2020-2021 fiscal year, the estimated costs are as follows:

- The Dual Enrollment Scholarship Program is estimated to cost $28.5 million. The estimate is based on tuition and instructional materials costs for the estimated number of private school and home education program students participating in dual enrollment in the fall and spring terms, and all dual enrollment students in the summer term.

- The dual enrollment FTE bonus funding within the Florida Education Finance Program (FEFP) is estimated to be $61.3 million. This estimate is based on the weighted value for the number of students participating in dual enrollment and early college programs who complete courses with a “C” or better or graduate with an associate degree.

The exception to the cost per student station requirements for projects funded solely through local impact fee may provide local school districts more flexibility regarding new construction projects.

If a county school board decides to levy a discretionary sales surtax, charter schools will receive a share of the revenue to assist with their capital outlay needs.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.
VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 212.055, 1007.271, 1007.273, 1011.62, 1013.62, 1003.4282, and 1003.436.

The bill creates section 1009.31 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 Appropriation Subcommittee on Education on January 29, 2020:

The committee substitute makes the following changes to the bill:

- Removes the provision that provided bonus FTE funding for earning an AP Capstone Diploma.
- Makes changes to the dual enrollment program.
- Creates the Dual Enrollment Scholarship.
- Creates the Teacher Salary Increase Allocation within the FEFP.
- Aligns the changes made to the Mental Health Assistance Allocation with those made in SB 7040: Implementation of the Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission.
- Modifies how school districts share capital outlay funding with charter schools.
- Modifies how charter schools may spend the surtax revenues.
- Prohibits charter schools from receiving capital outlay funds unless the charter school certifies that the funds will not be used for personal financial enrichment.
- Provides an exception that, if a new construction project is funded solely through local impact fees, such funds are exempt from the total cost per student station requirements.

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 (Stargel) recommended the following:

**Senate Amendment (with title amendment)**

1. Delete everything after the enacting clause and insert:
2. Section 1. Subsection (6) of section 212.055, Florida Statutes, is amended to read:
3. 212.055 Discretionary sales surtaxes; legislative intent; authorization and use of proceeds.—It is the legislative intent that any authorization for imposition of a discretionary sales surtax shall be published in the Florida Statutes as a
subsection of this section, irrespective of the duration of the levy. Each enactment shall specify the types of counties authorized to levy; the rate or rates which may be imposed; the maximum length of time the surtax may be imposed, if any; the procedure which must be followed to secure voter approval, if required; the purpose for which the proceeds may be expended; and such other requirements as the Legislature may provide. Taxable transactions and administrative procedures shall be as provided in s. 212.054.

(6) SCHOOL CAPITAL OUTLAY SURTAX.—
(a) The school board in each county may levy, pursuant to resolution conditioned to take effect only upon approval by a majority vote of the electors of the county voting in a referendum, a discretionary sales surtax at a rate that may not exceed 0.5 percent.

(b) The resolution must include a statement that provides a brief and general description of the school capital outlay projects to be funded by the surtax. The resolution must also include a statement that the revenues collected must be shared with charter schools based on their proportionate share of total school district enrollment. The statement must conform to the requirements of s. 101.161 and shall be placed on the ballot by the governing body of the county. The following question shall be placed on the ballot:

...FOR THE ...CENTS TAX

...AGAINST THE ...CENTS TAX
(c) The resolution providing for the imposition of the surtax must set forth a plan for use of the surtax proceeds for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses which have a useful life expectancy of 5 or more years, and any land acquisition, land improvement, design, and engineering costs related thereto. Additionally, the plan shall include the costs of retrofitting and providing for technology implementation, including hardware and software, for the various sites within the school district. Surtax revenues may be used for the purpose of servicing bond indebtedness to finance projects authorized by this subsection, and any interest accrued thereto may be held in trust to finance such projects. Neither the proceeds of the surtax nor any interest accrued thereto shall be used for operational expenses.

Surtax revenues shared with charter schools shall be expended by the charter school in a manner consistent with the allowable uses in s.1013.62(4). All revenues and expenditures shall be accounted for in a charter school’s monthly or quarterly financial report pursuant to s. 1002.33(9).

(d) Surtax revenues collected by the Department of Revenue pursuant to this subsection shall be distributed to the school board imposing the surtax in accordance with law.

Section 2. Section 1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.—
(1) The dual enrollment program is the enrollment of an eligible secondary student or home education student in a
postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

(2) For the purpose of this section, an eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.4282, or who is enrolled in a home education program pursuant to s. 1002.41. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution’s admissions requirements under s. 1007.263. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). A student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Applied academics for adult education instruction, developmental education, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather
than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

(3) Student eligibility requirements

For initial enrollment in college credit dual enrollment courses, a student must achieve include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit dual enrollment courses, a student must maintain a minimum must include the maintenance of a 3.0 unweighted high school grade point average and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average. An exception to the required grade point average for career certificate dual enrollment averages may be granted on an individual student basis. An exception to the required grade point average for college credit dual enrollment may be granted for students who achieve higher scores than the established...
minimum on the common placement test adopted by the State Board of Education. Any exception to the required grade point average must be specified if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to subsection (21). A postsecondary institution Florida College System institution boards of trustees may not establish additional initial student academic eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses or limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent postsecondary institution.

(4) District school boards may not refuse to enter into a dual enrollment articulation agreement with a local Florida College System institution if that Florida College System institution has the capacity to offer dual enrollment courses.

(5) A district school board or Florida College System institution may not deny a student who has met the state eligibility requirements from participating in dual enrollment unless the institution documents that it does not have the capacity to accommodate all eligible students seeking to participate in the dual enrollment program. If the institution documents that it does not have the capacity to accommodate all eligible students, participation must be based on a first-come, first-served basis.
(6) (a) Each faculty member providing instruction in college credit dual enrollment courses must:

1. Meet the qualifications required by the entity accrediting the postsecondary institution offering the course. The qualifications apply to all faculty members regardless of the location of instruction. The postsecondary institution offering the course must require compliance with these qualifications.

2. Provide the institution offering the dual enrollment course a copy of his or her postsecondary transcript.

3. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered by that postsecondary institution.

4. Adhere to the professional rules, guidelines, and expectations stated in the postsecondary institution’s faculty or adjunct faculty handbook. Any exceptions must be included in the dual enrollment articulation agreement.

5. Adhere to the rules, guidelines, and expectations stated in the postsecondary institution’s student handbook which apply to faculty members. Any exceptions must be noted in the dual enrollment articulation agreement.

(b) Each president, or designee, of a postsecondary institution offering a college credit dual enrollment course must:

1. Provide a copy of the institution’s current faculty or adjunct faculty handbook to all faculty members teaching a dual
enrollment course.

2. Provide to all faculty members teaching a dual enrollment course a copy of the institution’s current student handbook, which may include, but is not limited to, information on registration policies, the student code of conduct, grading policies, and critical dates.

3. Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction.

4. Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members.

5. Provide course plans and objectives to all faculty members teaching a dual enrollment course.

(7)(6) The following curriculum standards apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.

(b) Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses
offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

(c) Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all nondual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution’s grading guidelines before the faculty member begins teaching the course.

(d) Dual enrollment courses taught on a high school campus may not be combined with any noncollege credit high school course.

(8) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center established under s. 1001.44 shall enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the Department of Education by **October** August 1. The agreement must:
(a) Identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program.

(b) Delineate the high school credit earned for the completion of each career dual enrollment course.

(c) Identify any college credit articulation agreements associated with each clock hour program.

(d) Describe how students and their parents or legal guardians will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his or her high school, and the postsecondary career education expectations for participating students.

(e) Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.

(f) Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

(9) Each district school board shall inform all secondary students and their parents or legal guardians of dual enrollment as an educational option and mechanism for acceleration. Students and their parents or legal guardians shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. In addition, students and their parents or legal
guardians shall be informed that dual enrollment course grades are included in the student’s college grade point average, become a part of the student’s permanent academic record, and may affect the student’s future financial aid eligibility. A school may not enroll a student in a dual enrollment course without an acknowledgment form on file, which must be signed by both the student and the student’s parent or legal guardian, indicating they have been informed of the dual enrollment educational option and its provisions. District school boards shall annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

(10) (9) The Commissioner of Education shall appoint faculty committees representing public school, Florida College System institution, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. 1003.4282 and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to this section that are necessary to meet high school graduation requirements. Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Commissioner of Education shall recommend to the State Board of Education those postsecondary courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their course numbers, and all high schools shall accept these postsecondary education
courses toward meeting the requirements of s. 1003.4282.

(11) Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant to this subsection are exempt from the payment of registration, tuition, and laboratory fees.

(12) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, which are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees.

(12) The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation.

(13)(a) The dual enrollment program for a home education
student, including, but not limited to, students with
disabilities, consists of the enrollment of an eligible home
education secondary student in a postsecondary course creditable
toward an associate degree, a career certificate, or a
baccalaureate degree. To participate in the dual enrollment
program, an eligible home education secondary student must:

1. Provide proof of enrollment in a home education program
pursuant to s. 1002.41.
2. Be responsible for his or her own transportation unless
provided for in the articulation agreement.
3. Sign a home education articulation agreement pursuant to
paragraph (b).

(b) Each public postsecondary institution eligible to
participate in the dual enrollment program pursuant to s.
1011.62(1)(i) must enter into a home education articulation
agreement with each home education student seeking enrollment in
a dual enrollment course and the student’s parent or legal
guardian. By October August 1 of each year, the eligible
postsecondary institution shall complete and submit the home
education articulation agreement to the Department of Education.
The home education articulation agreement must include, at a
minimum:

1. A delineation of courses and programs available to
dually enrolled home education students. Courses and programs
may be added, revised, or deleted at any time by the
postsecondary institution. Any course or program limitations may
not exceed the limitations for other dually enrolled students.
2. The initial and continued eligibility requirements for
home education student participation, not to exceed those
required of other dually enrolled students. A home education student must meet the same minimum score requirement on a common placement test which is required of other dually enrolled students. A high school grade point average may not be required for home education students who meet the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework; however, home education student eligibility requirements for continued enrollment in dual enrollment courses must include the maintenance of the minimum postsecondary grade point average established by the postsecondary institution for other dually enrolled students.

3. The student’s responsibilities for providing his or her own transportation.

4. A copy of the statement on transfer guarantees developed by the Department of Education under subsection (15).

(14) The Department of Education shall approve any course for inclusion in the dual enrollment program that is contained within the statewide course numbering system. However, developmental education and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved but must be evaluated individually for potential inclusion in the dual enrollment program. This subsection may not be construed to mean that an independent postsecondary institution eligible for inclusion in a dual enrollment or early admission program pursuant to subsection (23) s. 1011.62 must participate in the statewide course numbering system developed pursuant to s. 1007.24 to participate in a dual enrollment program.
(15) The Department of Education shall develop a statement on transfer guarantees to inform students and their parents or legal guardians, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. The statement shall be provided to each district school superintendent, who shall include the statement in the information provided to all secondary students and their parents or legal guardians as required pursuant to this subsection. The statement may also include additional information, including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.

(16) Students who meet the eligibility requirements of this section and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

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

(18) School districts and Florida College System
institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

(19) The Commissioner of Education may approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.

(20) A postsecondary institution shall assign letter grades to each student enrolled in a dual enrollment course. The letter grade assigned by the postsecondary institution shall be posted to the student’s high school transcript by the school district.

(21) Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before October August 1. The agreement must include, but is not limited to:

(a) A ratification or modification of all existing
articulation agreements.

(b) A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.

c) A delineation of courses and programs available to students eligible to participate in dual enrollment.

d) A description of the process by which students and their parents exercise options to participate in the dual enrollment program.

e) The agreed-upon common placement test scores and corresponding grade point average that may be accepted for initial student eligibility if an exception to the minimum grade point average is authorized pursuant to subsection (3). A list of any additional initial student eligibility requirements for participation in the dual enrollment program.

(f) A delineation of the high school credit earned for the passage of each dual enrollment course.

g) A description of the process for informing students and their parents of college-level course expectations.

(h) The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.

(i) The registration policies for dual enrollment courses as determined by the postsecondary institution.

(j) Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.

(k) Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary
institution which apply to faculty members.

(l) The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.

(m) The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.

(n) A funding provision that delineates costs incurred by each entity.

1. School districts shall pay public postsecondary institutions the in-state resident standard tuition rate per credit hour from funds provided in the Florida Education Finance Program when dual enrollment course instruction takes place on the postsecondary institution’s campus and the course is taken during the fall or spring term. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution’s proportion of salary and benefits to provide the instruction. When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution. A postsecondary institution may enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution. A school district may not deny a student access to dual enrollment unless the student is ineligible to participate in the program subject to provisions specifically outlined in this section.
2. Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a private school or home education student at the postsecondary institution during the fall and spring terms, pursuant to s. 1009.31.

3. Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term, pursuant to s. 1009.31.

(o) Any institutional responsibilities for student transportation, if provided.

(22) The Department of Education shall develop an electronic submission system for dual enrollment articulation agreements and shall review, for compliance, each dual enrollment articulation agreement submitted pursuant to subsections (13), (21), and (24). The Commissioner of Education shall notify the district school superintendent and the Florida College System institution president if the dual enrollment articulation agreement does not comply with statutory requirements and shall submit any dual enrollment articulation agreement with unresolved issues of noncompliance to the State Board of Education.

(23) District school boards and Florida College System institutions may enter into additional dual enrollment articulation agreements with state universities for the purposes of this section. School districts may also enter into dual
enrollment articulation agreements with eligible independent colleges and universities pursuant to s. 1011.62(1)(i). An independent college or university that is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. By October August 1 of each year, the district school board and the Florida College System institution shall complete and submit the dual enrollment articulation agreement with the state university or an eligible independent college or university, as applicable, to the Department of Education.

(24) (a) The dual enrollment program for a private school student consists of the enrollment of an eligible private school student in a postsecondary course creditable toward an associate degree, a career certificate, or a baccalaureate degree. In addition, a private school in which a student, including, but not limited to, students with disabilities, is enrolled must award credit toward high school completion for the postsecondary course under the dual enrollment program. To participate in the dual enrollment program, an eligible private school student must:

1. Provide proof of enrollment in a private school pursuant to subsection (2).

2. Be responsible for his or her own instructional materials and transportation unless provided for in the articulation agreement.

3. Sign a private school articulation agreement pursuant to paragraph (b).
(b) Each public postsecondary institution eligible to participate in the dual enrollment program pursuant to s. 1011.62(1)(i) must enter into a private school articulation agreement with each eligible private school in its geographic service area seeking to offer dual enrollment courses to its students, including, but not limited to, students with disabilities. By October August 1 of each year, the eligible postsecondary institution shall complete and submit the private school articulation agreement to the Department of Education. The private school articulation agreement must include, at a minimum:

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

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

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

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

5. A provision expressing that the private school of enrollment is exempt from the payment of costs associated with tuition and fees, including registration and laboratory fees, will not be passed along to the student.

(25) For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) shall include in its dual enrollment
articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities. The Department of Education shall provide to the center the Internet website link to dual enrollment articulation agreements specific to students with disabilities. The center shall include in the information that it is responsible for disseminating to students with disabilities and their parents or legal guardians pursuant to s. 1004.6495, dual enrollment articulation agreements and opportunities for meaningful campus experience through dual enrollment.

(26) By November 30, 2021, and annually thereafter, the commissioner must report to the Governor, the President of the Senate, and the Speaker of the House of Representatives the status of dual enrollment programs, including, at a minimum, a summary of student enrollment and completion for public school, private school, and home education program students enrolled at public and private postsecondary institutions.

(27) The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation.

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

1007.273 Early college program Collegiate high school program.—

(1) Each Florida College System institution shall work with each district school board in its designated service area to
establish one or more early college collegiate high school programs. As used in this section, the term “early college program” means a structured high school acceleration program in which a cohort of students is taking postsecondary courses full time toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25 for an associate degree or a baccalaureate degree.

(2) At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications pursuant to s. 1008.44 and to successfully complete 30 credit hours through the dual enrollment program under s. 1007.271 toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.

(2)(3) Each district school board and its local Florida College System institution shall execute a contract to establish one or more early college collegiate high school programs at a mutually agreed-upon location or locations. Beginning with the 2015-2016 school year, If the Florida College System institution does not establish an early college program with a district school board in its designated service area, another Florida College System institution may execute a contract with that district school board to establish the early college program. The contract must be executed by January 1 of each school year for implementation of the program during the next school year. The contract must:

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

(b) Describe the early college collegiate high school program, including the delineation of courses that must, at a minimum, include general education core courses pursuant to s. 1007.25; and industry certifications offered, including online course availability; the high school and college credits earned for each postsecondary course completed and industry certification earned; student eligibility criteria; and the enrollment process and relevant deadlines.

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

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

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

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

(g) Describe the terms of funding arrangements to implement the early college collegiate high school program pursuant to subsection (5).

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

(4) (5) In addition to executing a contract with the local Florida College System institution under this section, a district school board may execute a contract to establish an early college collegiate high school program with a state university or an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Such university or institution must meet the requirements specified under subsections (2) and (3) subsections (3) and (4). A charter school may execute a contract directly with the local Florida College System institution or another institution as authorized under this section to establish an early college program at a mutually agreed-upon location.

(5) (6) The early college collegiate high school program shall be funded pursuant to ss. 1007.271 and 1011.62. The State Board of Education shall enforce compliance with this section by withholding the transfer of funds for the school districts and
the Florida College System institutions in accordance with s. 1008.32.

(6) By November 30, 2021, and annually thereafter, the commissioner must report the status of early college programs, including, at a minimum, a summary of student enrollment in public and private postsecondary institutions and completion information, to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Section 4. Section 1009.31, Florida Statutes, is created to read:

1009.31 Dual Enrollment Scholarship Program.—

(1) The Legislature finds and declares that dual enrollment is an integral part of the education system in this state and should be available for all eligible secondary students without cost to the student. There is established the Dual Enrollment Scholarship Program to support postsecondary institutions in providing dual enrollment.

(2) The department shall administer the Dual Enrollment Scholarship Program in accordance with rules of the State Board of Education.

(3)(a) Beginning in the 2020 fall term, the program shall reimburse eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms.

(b) Beginning in the 2021 summer term, the program shall reimburse eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home
(4) A student participating in a dual enrollment program must meet the minimum eligibility requirements specified in s. 1007.271 in order for the institution to receive a reimbursement.

(5) Annually, by March 15, each participating institution must report to the department its eligible secondary students from private schools or home education programs who were enrolled during the previous fall or spring terms. Annually, by July 15, each participating institution must report to the department its eligible public school, private school, or home education program students who were enrolled during the summer term. For each dual enrollment course in which the student is enrolled, the report must include a unique student identifier, the postsecondary institution name, the postsecondary course number, the postsecondary course name, and the number of postsecondary course credits earned by the student.

(6)(a) Florida College System institutions shall be reimbursed for college credit instruction at the in-state resident tuition rate established in s. 1009.23(3)(a).

(b) State universities and independent postsecondary institutions shall be reimbursed at the standard tuition rate established in s. 1009.24(4)(a).

(c) Workforce education instruction leading to a career certificate or an applied technology diploma shall be reimbursed at the standard tuition rate established in s. 1009.22(3)(c).

(d) Institutions shall be reimbursed for instructional materials costs based on a rate as specified in the General Appropriations Act.
(7) For dual enrollment courses taken during the fall and spring terms, the department must reimburse institutions by April 15 of the same year. For dual enrollment courses taken during the summer term, the department must reimburse institutions by August 15 of the same year, before the beginning of the next academic year.

(8) Reimbursement for dual enrollment courses is contingent upon an appropriation in the General Appropriations Act each year. If the statewide reimbursement amount is greater than the appropriation, the institutional reimbursement amounts specified in subsection (6) shall be prorated among the institutions that have reported eligible students to the department by the deadlines specified in subsection (5).

(9) The State Board of Education shall adopt rules to implement this section.

Section 5. Paragraph (i) of subsection (1) and subsections (11), (16), and (17) of section 1011.62, Florida Statutes, are amended, and subsection (22) 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:

   (i) Calculation of full-time equivalent membership with
respect to dual enrollment instruction.—

1. Full-time equivalent students.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university, which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education,
and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

2. Additional full-time equivalent student membership.—For students enrolled in an early college program pursuant to s. 1007.273, a value of 0.16 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “C” or better. For students who are not enrolled in an early college program, a value of 0.08 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “C” or better. In addition, a value of 0.3 full-time equivalent student membership shall be calculated for any student who receives an associate degree through the dual enrollment program with a 3.0 grade point average or better. This value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. This section shall be effective for credit earned by dually enrolled students for courses taken in the 2020-2021 school year and each school year thereafter. If the associate degree described in this paragraph is earned in 2020-2021 following completion of courses.
taken in the 2020-2021 school year, then courses taken toward the degree as part of the dual enrollment program before 2020-2021 may not preclude eligibility for the 0.3 additional full-time equivalent student membership bonus. Each school district shall allocate at least 50 percent of the funds received from the dual enrollment bonus FTE funding, in accordance with this paragraph, to the schools that generated the funds to support student academic guidance and postsecondary readiness.

3. Qualifying courses.—For the purposes of this paragraph, general education core courses are those that are identified in rule by the State Board of Education and in regulation by the Board of Governors pursuant to s. 1007.25(3).

(11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may annually provide in the Florida Education Finance Program a virtual education contribution. The amount of the virtual education contribution shall be the difference between the amount per FTE established in the General Appropriations Act for virtual education and the amount per FTE for each district and the Florida Virtual School, which may be calculated by taking the sum of the base FEFP allocation, the discretionary local effort, the state-funded discretionary contribution, the discretionary millage compression supplement, the research-based reading instruction allocation, the teacher salary increase allocation, the best and brightest teacher and principal allocation, and the instructional materials allocation, and then dividing by the total unweighted FTE. This difference shall be multiplied by the virtual education unweighted FTE for programs and options identified in s. 1002.455 and the Florida Virtual School and its franchises to equal the virtual education contribution and shall
be included as a separate allocation in the funding formula.

(16) MENTAL HEALTH ASSISTANCE ALLOCATION.—The mental health assistance allocation is created to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families who may experience behavioral health issues with appropriate services. These funds shall be allocated annually in the General Appropriations Act or other law to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district’s proportionate share of the state’s total unweighted full-time equivalent student enrollment. Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

(a) Before the distribution of the allocation:

1. The school district shall develop and submit a detailed plan outlining the local program and planned expenditures to the district school board for approval. The This plan, which must include input from school and community stakeholders, applies to all district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district pursuant to subparagraph
2.

A charter school may develop and submit a detailed plan outlining the local program and planned expenditures to its governing body for approval. After the plan is approved by the governing body, it must be provided to the charter school’s sponsor.

(b) The plans required under paragraph (a) must be focused on a multilayered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. The provision of these services must be coordinated with a student’s primary mental health care provider and with other mental health providers involved in the student’s care. At a minimum, the plans must include the following elements:

1. Direct employment of school-based mental health services providers to expand and enhance school-based student services and to reduce the ratio of students to staff in order to better align with nationally recommended ratio models. These providers include, but are not limited to, certified school counselors, school psychologists, school social workers, and other licensed mental health professionals. The plan also must establish strategies to increase the amount of time that school-based student services personnel spend providing direct services to students, which may include the review and revision of district staffing resource allocations based on school or student mental health assistance needs.

2. Contracts or interagency agreements with one or more
local community behavioral health providers or providers of Community Action Team services to provide a behavioral health staff presence and services at district schools. Services may include, but are not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior modification. These behavioral health services may be provided on or off the school campus and may be supplemented by telehealth.

3. Policies and procedures, including contracts with service providers, which will ensure that students who are referred to a school-based or community-based mental health service provider for mental health screening for the identification of mental health concerns and ensure that the assessment of students at risk for mental health disorders occurs within 15 days of referral. School-based mental health services must be initiated within 15 days after identification and assessment, and support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.

4. Mental health policies and procedures that implement and support all of the following elements:
   a. Universal supports to promote psychological well-being and safe and supportive environments.
   b. Evidence-based strategies or programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders,
suicidal tendencies, or substance use disorders.

  c. Strategies to improve the early identification of social, emotional, or behavioral problems or substance use disorders; provide to improve the provision of early intervention services; and assist students in dealing with trauma and violence.

d. Methods for responding to a student with suicidal ideation, including training in suicide risk assessment and the use of suicide awareness, prevention, and screening instruments developed under s. 1012.583; adoption of guidelines for informing parents of suicide risk; and implementation of board policies for initiating involuntary examination of students at risk of suicide.

e. A school crisis response plan that includes strategies for the prevention of, preparation for, response to, and recovery from a range of school crises. The plan must establish or coordinate the implementation of district-level and school-level crisis response teams whose membership includes, but is not limited to, representatives of school administration and school-based mental health service providers.

(c) School districts shall submit approved plans, including approved plans of each charter school in the district, to the commissioner by August 1 of each fiscal year.

(d) By September 30 of each year Beginning September 30, 2019, and annually by September 30 thereafter, each school district shall submit its district report to the department. By November 1 of each year, the department shall submit a state summary report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on Department of
Education a report on its program outcomes and expenditures for the previous fiscal year. The school district report must include program outcomes and expenditures for all public schools in the district, including charter schools that submitted a separate plan pursuant to subparagraph (16)(a)2. At a minimum, the district and state reports also must include school district-level and school-level information, including charter schools, which gives multiple-year trend data, when available, for each of the number of each of the following indicators:

1. The number of students who receive screenings or assessments.

2. The number of students who are referred to either school-based or community-based providers for services or assistance.

3. The number of students who receive either school-based or community-based interventions, services, or assistance.

4. The number of school-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation.

5. The number and ratio to students of school social workers, school psychologists, and certified school counselors employed by the district or charter school and the total number of licensed mental health professionals directly employed by the district or charter school.

6. Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers.

(17) FUNDING COMPRESSION ALLOCATION.—The Legislature may provide an annual funding compression allocation in the General
Appropriations Act. The allocation is created to provide additional funding to school districts and developmental research schools whose total funds per FTE in the prior year were less than the statewide average. Using the most recent prior year FEFP calculation for each eligible school district, the total funds per FTE shall be subtracted from the state average funds per FTE, not including any adjustments made pursuant to paragraph (19)(b). The resulting funds per FTE difference, or a portion thereof, as designated in the General Appropriations Act, shall then be multiplied by the school district’s total unweighted FTE to provide the allocation. If the calculated funds are greater than the amount included in the General Appropriations Act, they must be prorated to the appropriation amount based on each participating school district’s share. This subsection expires July 1, 2020.

(22) TEACHER SALARY INCREASE ALLOCATION.—The Teacher Salary Increase Allocation is created to increase teacher salaries and improve this state’s relative teacher salary position when compared with teacher salaries in other states.

(a) Subject to annual appropriation, funds may be provided for each school district to increase the minimum base salary for full-time classroom teachers as defined in s. 1012.01(2)(a) or all instructional personnel as defined in s. 1012.01(2)(a)-(d), plus certified prekindergarten teachers, but not including substitute teachers, by no less than the amount designated in the General Appropriations Act. In addition, funds may also be provided in an amount designated in the General Appropriations Act for salary increases for all full-time instructional personnel as determined by the school board and the local
bargaining unit.

(b) Funds for this purpose shall be allocated on each district’s share of the base FEFP allocation. Funds for the minimum base salary increase may be provided in multiple years in order to achieve a particular salary goal. As used in this subsection, the term “minimum base salary” means the base annual salary before payroll deductions and excluding additional supplements.

Section 6. Subsections (1) and (3) of section 1013.62, Florida Statutes, are amended to read:

1013.62 Charter schools capital outlay funding.—

(1) For the 2018-2019 fiscal year, charter school capital outlay funding shall consist of state funds appropriated in the 2018-2019 General Appropriations Act; however, if the amount of state funds appropriated for charter school capital outlay in a given fiscal year is less than $165 million, charter school capital outlay funding for that fiscal year shall consist of the appropriated state funds and revenue resulting from the discretionary millage authorized in s. 1011.71(2). Beginning in fiscal year 2019-2020, charter school capital outlay funding shall consist of state funds when such funds are appropriated in the General Appropriations Act and revenue resulting from the discretionary millage authorized in s. 1011.71(2) if the amount of state funds appropriated for charter school capital outlay in any fiscal year is less than the average charter school capital outlay funds per unweighted full-time equivalent student for the 2018-2019 fiscal year, multiplied by the estimated number of charter school students for the applicable fiscal year, and adjusted by changes in the Consumer Price Index issued by the...
Nothing in this subsection prohibits a school district from distributing to charter schools funds resulting from the discretionary millage authorized in s. 1011.71(2).

(a) To be eligible to receive capital outlay funds, a charter school must:

1. a. Have been in operation for 2 or more years;
   b. Be governed by a governing board established in the state for 2 or more years which operates both charter schools and conversion charter schools within the state;
   c. Be an expanded feeder chain of a charter school within the same school district that is currently receiving charter school capital outlay funds;
   d. Have been accredited by a regional accrediting association as defined by State Board of Education rule; or
   e. Serve students in facilities that are provided by a business partner for a charter school-in-the-workplace pursuant to s. 1002.33(15)(b).

2. Have an annual audit that does not reveal any of the financial emergency conditions provided in s. 218.503(1) for the most recent fiscal year for which such audit results are available.

3. Have satisfactory student achievement based on state accountability standards applicable to the charter school.

4. Have received final approval from its sponsor pursuant to s. 1002.33 for operation during that fiscal year.

5. Serve students in facilities that are not provided by the charter school’s sponsor.

(b) A charter school is not eligible to receive capital outlay funds if it:

1. Is in operation for less than 2 years;
2. Is governed by a governing board established for less than 2 years which operates both charter schools and conversion charter schools within the state;
3. Is an expanded feeder chain of a charter school that is not within the same school district as the charter school seeking capital outlay funds;
4. Is not accredited by a regional accrediting association as defined by State Board of Education rule;
5. Serves students in facilities that are provided by a business partner pursuant to s. 1002.33(15)(b);
6. Does not have an annual audit that does not reveal any of the financial emergency conditions provided in s. 218.503(1) for the most recent fiscal year for which such audit results are available;
7. Does not have satisfactory student achievement based on state accountability standards; or
8. Has not received final approval from its sponsor pursuant to s. 1002.33 for operation during the fiscal year.

(c) Charter schools are not eligible to receive capital outlay funds if they attempt to circumvent the requirements established by this subsection or if they have been designated as financially unsuccessful for the last 2 consecutive fiscal years.
outlay funds if it was created by the conversion of a public
school and operates in facilities provided by the charter
school’s sponsor for a nominal fee, or at no charge, or if it is
directly or indirectly operated by the school district.

(c) The Legislature intends that the public interest be
protected by preventing the financial enrichment of owners,
operators, managers, and other affiliated parties of charter
schools receiving capital outlay funding. Therefore, a charter
school additionally is not eligible for a funding allocation
unless the chair of the governing board and the chief
administrative officer of the charter school annually certify
under oath that the funds will be used solely and exclusively
for constructing, renovating, or improving charter school
facilities that are:

1. Owned by a school district, a political subdivision of
   the state, a municipality, a Florida College System institution,
   or a state university;

2. Owned by an organization qualified as an exempt
   organization under s. 501(c)(3) of the Internal Revenue Code
   whose articles of incorporation specify that upon the
   organization’s dissolution, the subject property will be
   transferred to a school district, a political subdivision of the
   state, a municipality, a Florida College System institution, or
   a state university; or

3. Owned by and leased from, at a fair market value in the
   school district in which the charter school is located, a person
   or entity that is not an affiliated party of the charter school.
For purposes of this subparagraph, the term “affiliated party of
the charter school” means the applicant for the charter school
pursuant to s. 1002.33; the governing board of the charter school or a member of the governing board; the charter school owner; the charter school principal; an employee of the charter school; an independent contractor of the charter school or the governing board of the charter school; or a relative, as defined in s. 1002.33(24)(a)2., of a charter school governing board member, a charter school owner, a charter school principal, a charter school employee, or an independent contractor of a charter school or charter school governing board; a subsidiary corporation, a service corporation, an affiliated corporation, a parent corporation, a limited liability company, a limited partnership, a trust, a partnership, or a related party that, individually or through one or more entities, shares common ownership or control and directly or indirectly manages, administers, controls, or oversees the operation of the charter school; or any person or entity, individually or through one or more entities that share common ownership, which directly or indirectly manages, administers, controls, or oversees the operation of any of the foregoing.

(3) If the school board levies the discretionary millage authorized in s. 1011.71(2), and the state funds appropriated for charter school capital outlay in any fiscal year are less than $165 million the average charter school capital outlay funds per unweighted full-time equivalent student for the 2018-2019 fiscal year, multiplied by the estimated number of charter school students for the applicable fiscal year, and adjusted by changes in the Consumer Price Index issued by the United States Department of Labor from the previous fiscal year, the department shall use the following calculation methodology to
determine the amount of revenue that a school district must
distribute to each eligible charter school:

(a) Reduce the total discretionary millage revenue by the
school district’s annual debt service obligation incurred as of
March 1, 2017, which has not been subsequently retired, and any
amount of participation requirement pursuant to s. 1013.64(2)(a)8. that is being satisfied by revenues raised by
the discretionary millage.

(b) Divide the school district’s adjusted discretionary
millage revenue by the district’s total capital outlay full-time
equivalent membership and the total number of unweighted full-
time equivalent students of each eligible charter school to
determine a capital outlay allocation per full-time equivalent
student.

(c) Multiply the capital outlay allocation per full-time
equivalent student by the total number of full-time equivalent
students of each eligible charter school to determine the
capital outlay allocation for each charter school.

(d) If applicable, reduce the capital outlay allocation
identified in paragraph (c) by the total amount of state funds
allocated to each eligible charter school in subsection (2) to
determine the maximum calculated capital outlay allocation.

(e) School districts shall distribute capital outlay funds
to charter schools no later than February 1 of each year, as
required by this subsection, based on the amount of funds
received by the district school board. School districts shall
distribute any remaining capital outlay funds, as required by
this subsection, upon the receipt of such funds until the total
amount calculated pursuant to this subsection is distributed.
By October 1 of each year, each school district shall certify to the department the amount of debt service and participation requirement that complies with the requirement of paragraph (a) and can be reduced from the total discretionary millage revenue. The Auditor General shall verify compliance with the requirements of paragraph (a) and s. 1011.71(2)(e) during scheduled operational audits of school districts.

Section 7. Paragraph (c) of subsection (10) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(10) STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and

2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, an early college preapprenticeship program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or preapprenticeship program.

The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this subsection, including...
rules that establish the minimum requirements for students described in this subsection to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

Section 8. Paragraph (a) of subsection (1) of section 1003.436, Florida Statutes, is amended to read:

1003.436 Definition of “credit.”—

(1)(a) For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271 that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21) and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(9).

Section 9. This act shall take effect July 1, 2020.

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. 212.055, F.S.; requiring that a resolution to levy a discretionary sales tax include a statement containing certain information; requiring surtax revenues shared with charter schools to be expended by the charter schools in a certain manner; requiring all revenues and expenditures be accounted for in a monthly or quarterly charter school financial report; amending s. 1007.271, F.S.; clarifying that secondary students eligible for dual enrollment programs include students who are enrolled in home education programs; providing for exceptions to grade point average requirements relating to student eligibility; requiring that exceptions to required grade point averages be specified in the dual enrollment articulation agreement; prohibiting postsecondary institutions from establishing additional initial student academic eligibility requirements; prohibiting district school boards and Florida College System institutions from denying students who have met eligibility requirements from participating in dual enrollment except under specified circumstances; revising the date by which career centers are required to annually complete and submit specified agreements to the Department of Education; requiring district school boards to inform secondary students and their parents or legal guardians of specified information; prohibiting
schools from enrolling students in dual enrollment courses under certain circumstances; deleting a requirement that the State Board of Education adopt rules for any dual enrollment programs involving requirements for high school graduation; revising the date by which eligible postsecondary institutions are required to annually complete and submit home education articulation agreements to the department; revising requirements for home education students enrolled in dual enrollment courses; conforming a provision to changes made by the act; requiring that instructional materials assigned for use within dual enrollment courses be made available to dual enrollment students from public schools, private schools, and home education programs free of charge; revising the date by which district school superintendents and public postsecondary institution presidents are required to develop the enrollment articulation agreement; revising the date by which the postsecondary institutions are required complete and submit to the department a dual enrollment articulation agreement; revising requirements for the articulation agreement; revising provisions relating to funding for dual enrollment; providing that certain independent colleges and universities are eligible for inclusion in the dual enrollment and early admission programs; revising the date by which certain district school boards and Florida College System institutions are required to annually complete and submit a dual
enrollment articulation agreement to the department; revising the date by which certain postsecondary institutions are required to annually complete and submit a private school articulation agreement to the department; revising requirements for such agreements; conforming provisions to changes made by the act; requiring the Commissioner of Education to annually report the status of dual enrollment programs to the Governor and the Legislature by a specified date; requiring the State Board of Education to adopt certain rules; amending s. 1007.273, F.S.; changing the term “collegiate high school program” to “early college program”; defining the term “early college program”; requiring early college programs to prioritize certain courses; deleting requirements relating to collegiate high school programs; revising provisions relating to contracts executed between district school boards and their local Florida College System institutions to establish early college programs; revising provisions relating to student performance contracts for students participating in early college programs; authorizing charter schools to execute contracts to establish an early college program with specified institutions; requiring the commissioner to annually report the status of early college programs to the Governor and the Legislature by a specified date; creating s. 1009.31, F.S.; providing legislative findings; establishing the Dual Enrollment Scholarship Program; providing for the
administration of the program; providing for the reimbursement of tuition and costs to eligible postsecondary institutions; requiring students participating in dual enrollment programs to meet minimum eligibility requirements in order for institutions to receive reimbursements; requiring participating institutions to annually report specified information to the department by certain dates; providing a reimbursement schedule for tuition and instructional materials costs; requiring the department to reimburse institutions by specified dates; providing that reimbursement for dual enrollment courses is contingent upon appropriations; providing for the prorating of reimbursements under certain circumstances; requiring the State Board of Education to adopt rules; amending s. 1011.62, F.S.; deleting a provision relating to certain colleges and universities eligible for inclusion in the dual enrollment program; changing the calculation of full-time equivalent student membership for dual enrollment purposes; revising the calculation of the virtual education contribution; requiring that before distribution of the mental health assistance allocation occurs, a school district submit a detailed plan that includes the input of school and community stakeholders; requiring school board mental health policies and procedures to include certain items; requiring each school district to submit a report to the department which reflects certain program outcomes
and expenditures for all charter schools in the
district; requiring the department to submit a report
to the Governor and the Legislature by a specified
date; requiring the report to include certain
information; abrogating the scheduled expiration of
provisions relating to the annual funding compression
allocation; establishing the Teacher Salary Increase
Allocation to be allocated from the Florida Education
Finance Program; defining the term “minimum base
salary”; amending s. 1013.62, F.S; requiring state
funds and revenue from a certain millage be used to
fund charter school capital outlays if state funds
appropriated in a given fiscal year are below a
certain level; providing legislative intent; providing
an additional requirement for charter school
eligibility for a funding allocation; prohibiting the
personal enrichment of owners, operators, managers,
and other affiliated parties of charter schools;
defining the term “affiliated party of the charter
school”; requiring the department to use certain
methodology to the determine the amount of revenue
that a school district must distribute to each
eligible charter school if charter school capital
outlay funding in any given fiscal year is less than a
specified amount; amending s. 1003.4282, F.S.;
conforming a provision to changes made by the act;
amending s. 1003.436, F.S.; conforming a cross-
reference; providing an effective date.
Appropriations Subcommittee on Education (Pizzo) recommended the following:

Senate Amendment to Amendment (424324) (with title amendment)

Delete lines 1039 - 1060
and insert:

(22) TEACHER SALARY INCREASE ALLOCATION.—The Teacher Salary Increase Allocation is established for the purpose of affording school districts the opportunity to raise the salaries of instructional personnel as defined in s. 1012.01(2) and educational support employees as defined in s. 1012.40(1)(a) in
an effort to address challenges with retention and recruitment
of instructional personnel and educational support employees in
the state’s K-20 education system. Subject to annual
appropriation, beginning with the 2020-2021 state fiscal year
and continuing through the 2028-2029 state fiscal year, funds
may be provided to each school district to increase the minimum
base salary of such instructional personnel as defined in s.
1012.01(2) and education support employees as defined in s.
1012.40(1)(a) to address challenges with retention and
recruitment of instructional personnel and education support
employees in the state’s K-20 education system. The Allocation
must be funded at a level sufficient to provide a 4.5 percent
annual salary increase for all instructional personnel and
educational support employees, plus a cost-of-living adjustment,
beginning with the 2020-2021 fiscal year and continuing through
the 2028-2029 fiscal year. This section may not be construed to
abridge the membership of any such instructional personnel or
educational support employees in any labor organization or to
impact the right of such instructional personnel and educational
support employees to bargain collectively through a labor
organization, and the voluntary salary increases provided under
this section may not be construed to interfere with the right of
school boards to set the wages, hours, and terms and conditions
of employment for all school board employees.

(a) Beginning with the 2020-2021 fiscal year, funding
sufficient to provide at least the 4.5 percent annual salary
increase and the cost of living adjustment authorized by this
section, must be calculated using aggregate data on the payments
dischursed to such instructional personnel and educational
support employees, as reported by the Department of Education.

Subject to s. 6, Art. I of the State Constitution, for each year during which a school district provides the salary increase and the cost of living adjustment authorized by this subsection, or when a school district and appropriate bargaining units agree to a salary increase, the school district must receive funds as authorized under this section to cover the incremental cost to the district of the raise. Funds provided pursuant to this subsection must be incorporated into the base student allocation for the subsequent fiscal year.

(b) Teacher Salary Increase Allocation funds must be distributed through the FEFP.

(c) Each district school board, in consultation with each charter school governing board in that district, may provide salary increases for charter school instructional personnel and education support employees under this section if the participating charter school reports pay schedules adopted pursuant to s. 1012.22, documents expenditures related to categorical funds to the department at least 30 days before the start of each legislative session, and agrees to return all funds received under this section if a participating charter school’s pay schedules do not reflect that instructional personnel and educational support employees actually received the 4.5 percent raise. A participating charter school that fails to report pay schedules shall return all funds received under this section.

(d) The Legislature intends that any financial penalty assessed against a charter school governing board pursuant to paragraph (c) directly impact funding for that charter school
and not impact funding for the district school board.

And the title is amended as follows:

Delete lines 1378 - 1381 and insert:

allocation; establishing the Teacher Salary Increase Allocation; providing that funds may be provided to allow each school district to increase the minimum base salary of certain instructional personnel and educational support employees; requiring that any allocation be funded at a certain level; providing construction; establishing a minimum for any salary increases and cost of living adjustments funded under the allocation; providing construction; providing for the calculation of necessary funding; requiring that school districts that provide such salary increases and cost of living adjustments receive funds to cover the incremental costs of such increases; requiring that funds provided under the allocation be incorporated in the base student allocation for the subsequent fiscal year; requiring that the funds for the teacher salary allocation be distributed through the Florida Education Finance Program; providing that each district school board in consultation with each charter school governing board may provide salary increases for charter school instructional personnel and educational support employees under certain conditions; providing requirements for the provision
of such funds; requiring the return of allocation funds and payment of a penalty by participating charter schools in certain circumstances; providing legislative intent related to such penalties; amending s. 1013.62; requiring state
Appropriations Subcommittee on Education (Stargel) recommended the following:

 Senate Amendment to Amendment (424324) (with title amendment)

 Delete lines 1115 - 1158
 and insert:

 (c) A charter school additionally is not eligible for a funding allocation unless the chair of the governing board and the chief administrative officer of the charter school annually certify under oath that the funds will be used solely and exclusively for constructing, renovating, leasing, purchasing,
financing or improving charter school facilities that are:

1. Owned by a school district, political subdivision of the state, municipality, Florida College System institution, or state university; or

2. Owned by an organization, qualified as an exempt organization under s.501(c)(3) of the Internal Revenue Code, or a tax support organization under section 509 of the Internal Revenue Code, whose articles of incorporation specify that upon the organization’s dissolution, the subject property, subject to any indebtedness secured thereby and the satisfaction of the organization's other debts, will be transferred as indicated in the articles of incorporation to:

   a. Another such exempt organization, including one organized for educational purposes.

   b. A school district or other political subdivision of the state.

   c. A municipality.

   d. A Florida College System institution.

   e. A state university; or

3. Owned by and leased from, at a fair market value, a person or entity that is not an affiliated party of the charter school. For purposes of this subparagraph, the term “affiliated party of the charter school” means the applicant for the charter school pursuant to s. 1002.33; the governing board of the charter school or a member of the governing board; the charter school principal; an individual employed by the charter school; or a relative, as defined in s. 1002.33(24)(a)2., of a charter school governing board member, a charter school principal or a charter school employee.
And the title is amended as follows:
Delete lines 1385 - 1389
and insert:
certain level; providing additional requirements for charter school eligibility for a funding allocation;
requiring a certification for the use of funds;
LEGISLATIVE ACTION

Senate Comm: RCS 01/31/2020

Appropriations Subcommittee on Education (Stargel) recommended the following:

Senate Amendment to Amendment (424324) (with title amendment)

Between lines 1205 and 1206 insert:

Section 1. Paragraph (b) of subsection (6) of section 1013.64, Florida Statutes, is amended to read:

1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.—Allocations from the Public Education Capital Outlay...
and Debt Service Trust Fund to the various boards for capital
outlay projects shall be determined as follows:

(6)

(b)1. A district school board may not use funds from the
following sources: Public Education Capital Outlay and Debt
Service Trust Fund; School District and Community College
District Capital Outlay and Debt Service Trust Fund; Classrooms
First Program funds provided in s. 1013.68; nonvoted 1.5-mill
levy of ad valorem property taxes provided in s. 1011.71(2);
Classrooms for Kids Program funds provided in s. 1013.735;
District Effort Recognition Program funds provided in s.
1013.736; or High Growth District Capital Outlay Assistance
Grant Program funds provided in s. 1013.738 to pay for any
portion of the cost of any new construction of educational plant
space with a total cost per student station, including change
orders, which exceeds:

a. $17,952 for an elementary school;
b. $19,386 for a middle school; or
c. $25,181 for a high school,

(January 2006) as adjusted annually to reflect increases or
decreases in the Consumer Price Index. The department, in
conjunction with the Office of Economic and Demographic
Research, shall review and adjust the cost per student station
limits to reflect actual construction costs by January 1, 2020,
and annually thereafter. The adjusted cost per student station
shall be used by the department for computation of the statewide
average costs per student station for each instructional level
pursuant to paragraph (d). The department shall also collaborate
with the Office of Economic and Demographic Research to select an industry-recognized construction index to replace the Consumer Price Index by January 1, 2020, adjusted annually to reflect changes in the construction index.

2. School districts shall maintain accurate documentation related to the costs of all new construction of educational plant space reported to the Department of Education pursuant to paragraph (d). The Auditor General shall review the documentation maintained by the school districts and verify compliance with the limits under this paragraph during its scheduled operational audits of the school district.

3. Except for educational facilities and sites subject to a lease-purchase agreement entered pursuant to s. 1011.71(2)(e), or funded solely through local impact fees, in addition to the funding sources listed in subparagraph 1., a district school board may not use funds from any sources for new construction of educational plant space with a total cost per student station, including change orders, which equals more than the current adjusted amounts provided in sub-subparagraphs 1.a.-c. However, if a contract has been executed for architectural and design services or for construction management services before July 1, 2017, a district school board may use funds from any source for the new construction of educational plant space and such funds are exempt from the total cost per student station requirements.

4. A district school board must not use funds from the Public Education Capital Outlay and Debt Service Trust Fund or the School District and Community College District Capital Outlay and Debt Service Trust Fund for any new construction of an ancillary plant that exceeds 70 percent of the average cost
per square foot of new construction for all schools.

And the title is amended as follows:

Delete line 1396 and insert:

specified amount; amending s. 1013.64, F.S.; providing an exception for educational facilities and sites subject to a lease-purchase agreement or funded solely through local impact fees; amending s. 1003.4282, F.S.;
A bill to be entitled An act relating to K-12 education; amending s. 212.055, F.S.; requiring that a resolution to levy discretionary sales tax include a statement containing certain information; requiring surtax revenues shared with charter schools to be expended by the charter schools in a certain manner; amending s. 1007.273, F.S.; defining the term “early college program”; deleting a provision related to collegiate high school programs; changing the term “collegiate high school program” to “early college program”; requiring early college programs to prioritize certain courses for degree purposes; authorizing a charter school to execute a contract with a local Florida College System institution or another institution as authorized by law to establish an early college program; requiring that the Commissioner of Education report to the Governor and the Legislature on the status of early college programs by a specified date and annually thereafter; requiring the report contain certain information; amending s. 1011.62, F.S.; changing the calculation of full-time equivalent student membership for dual enrollment purposes; providing that full-time equivalent membership can be calculated based on a student earning a College Board Advanced Placement Capstone Diploma; providing for calculation of full-time equivalent membership for students earning the Capstone Diploma; requiring that before distribution of the mental health assistance allocation occurs, a school district submit a detailed plan that includes the input of school and community stakeholders and is informed by a needs assessment; requiring school board mental health policies and procedures to include certain items; requiring each school district to submit a report to the Department of Education which reflects certain program outcomes and expenditures for all charter schools in the district; requiring the report to include certain information; requiring that certain excess funds be used for specified mental health expenses; abrogating the scheduled repeal of provisions relating to the annual funding compression allocation; amending s. 1003.4282, F.S.; conforming a provision to changes made by the act; providing an effective date.

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

Section 1. Subsection (6) of section 212.055, Florida Statutes, is amended to read:

212.055 Discretionary sales surtaxes; legislative intent; authorization and use of proceeds.—It is the legislative intent that any authorization for imposition of a discretionary sales surtax shall be published in the Florida Statutes as a subsection of this section, irrespective of the duration of the levy. Each enactment shall specify the types of counties authorized to levy; the rate or rates which may be imposed; the maximum length of time the surtax may be imposed, if any; the procedure which must be followed to secure voter approval, if
Section 1. Section 1007.273, Florida Statutes, is amended as follows:

(a) The resolution for the imposition of the surtax must be in the form as set forth in subsection (2) and shall be submitted to the voters of the county or school district at the time the resolution is submitted for approval. The resolution must provide a brief and general description of the school capital outlay projects to be funded by the surtax. The statement must also include a statement that the revenues collected must be shared with charter schools based on their proportionate share of total school district enrollment. The statement must conform to the requirements of s. 101.161 and shall be placed on the ballot by the governing body of the county. The following question shall be placed on the ballot:

....FOR THE.... CENTS TAX

....AGAINST THE.... CENTS TAX

(b) The resolution must also include a statement that the revenues collected must be used for the purpose of servicing bond indebtedness to finance projects authorized by this subsection, and any interest accrued thereto may be held in trust to finance such projects. Neither the proceeds of the surtax nor any interest accrued thereto shall be used for operational expenses. Surtax revenues shared with charter schools shall be expended by the charter schools in a manner consistent with the plan, as appropriate.

(d) Surtax revenues collected by the Department of Revenue pursuant to this subsection shall be distributed to the school board imposing the surtax in accordance with law.

Section 2. Section 1007.273, Florida Statutes, is amended to read:

1007.273 Early college programs Collegiate high school program.—

(1) Each Florida College System institution shall work with each district school board in its designated service area to establish one or more early college collegiate high school programs. As used in this section, the term “early college program” means a structured high school acceleration program in which a cohort of students is taking postsecondary courses full time toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25 for an associate degree or a baccalaureate degree.
(2) At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications pursuant to s. 1007.211 and to successfully complete 30 credit hours through the dual enrollment program under s. 1007.271 toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.

(2) Each district school board and its local Florida College System institution shall execute a contract to establish one or more early college collegiate high school programs at a mutually agreed upon location or locations. Beginning with the 2015-2016 school year, if the Florida College System institution does not establish an early college collegiate high school program in its designated service area, another Florida College System institution may execute a contract with that district school board to establish the early college collegiate high school program. The contract must be executed by January 1 of each school year for implementation of the program during the next school year.

The contract must:

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

(b) Describe the early college collegiate high school program, including the delineation of courses that must, at a minimum, include general education core courses pursuant to s. 1007.25; and industry certifications offered, including online course availability; the high school and college credits earned for each postsecondary course completed and industry certification earned; student eligibility criteria; and the enrollment process and relevant deadlines.

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

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

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

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

(g) Describe the terms of funding arrangements to implement the early college collegiate high school program pursuant to subsection (5).

(3) Each student participating in an early college collegiate high school program must enter into a student performance contract that must be signed by the student, the parent, and a representative of the school district and the applicable Florida College System institution partner, state university, or any other eligible postsecondary institution partner participating pursuant to subsection (4). The performance contract must, at a minimum, specify the schedule of courses, by semester, and industry certifications to be taken by the student, if any; student attendance requirements; and course grade requirements; and the
The applicability of such courses to an associate degree or a baccalaureate degree.

Section 3. Paragraphs (i) and (n) of subsection (1) and subsections (16) and (17) of section 1011.62, Florida Statutes, are amended to read:

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

(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:

(i) Calculation of full-time equivalent membership with respect to dual enrollment instruction.—

1. Full-time equivalent students.—Students enrolled in dual enrollment instruction pursuant to ss. 1007.271 and 1011.62. The State Board of Education shall enforce compliance with this section by withholding the transfer of funds for the school districts and the Florida College System institutions in accordance with s. 1008.32.

(6) By November 30, 2021, and annually thereafter, the commissioner must report to the Governor, the President of the Senate, and the Speaker of the House of Representatives the status of early college programs, including, at a minimum, a summary of student enrollment in public and private postsecondary institutions and program completion information.
enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university, which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

2. Additional full-time equivalent student membership.—For students enrolled in an early college program, pursuant to s. 1007.273, a value of 0.16 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program. Early admission students shall be considered dual equivalent student membership for courses taken in the 2020-2021 school year and each school year thereafter. If the associate degree pursuant to this paragraph is earned in 2020-2021 following completion of courses taken in the 2020-2021 school year, then courses taken towards the degree as part of the dual enrollment program prior to 2020-2021 may not preclude eligibility for the 0.3 additional full-time equivalent student membership bonus. Each school district shall allocate at least 50 percent of the funds received from the dual enrollment bonus FTE funding, in accordance with this paragraph, to the schools that generated the funds to support student academic guidance and postsecondary readiness.

3. Qualifying courses.—For the purposes of this paragraph, general education core courses are those that are identified in rule by the State Board of Education and in regulation by the Board of Governors pursuant to s. 1007.25(3).
Diplomas—A value of 0.16 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives a College Board Advanced Placement Capstone Diploma and meets the requirements for a standard high school diploma under s. 1003.4282. This value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction, in accordance with this paragraph, to the high school that generates the funds. The school district shall distribute to each classroom teacher who provided advanced placement instruction:

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

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

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

(16) MENTAL HEALTH ASSISTANCE ALLOCATION.—The mental health assistance allocation is created to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families who may experience behavioral health issues with appropriate services. These funds shall be allocated annually in the General Appropriations Act or other law to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district’s proportionate share of the state’s total unweighted full-time equivalent student enrollment. Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

(a) Before the distribution of the allocation:

1. The school district must develop and submit a detailed plan, which includes the input of school and community
The plans required under paragraph (a) must be focused on a multitiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. The provision of these services must be coordinated with a student’s primary mental health care provider and with other mental health providers involved in the student’s care. At a minimum, the plans must include the following elements:

1. Direct employment of school-based mental health services providers to expand and enhance school-based student services and to reduce the ratio of students to staff in order to better align with nationally recommended ratio models. These providers include, but are not limited to, certified school counselors, school psychologists, school social workers, and other licensed mental health professionals. The plan also must identify strategies to increase the amount of time that school-based mental health services personnel spend providing direct services to students, which may include the review and revision of district staffing resource allocations based on school or student mental health assistance needs.

2. Contracts or interagency agreements with one or more local community behavioral health providers or providers of Community Action Team services to provide a behavioral health staff presence and services at district schools. Services may include, but are not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior modification. These behavioral health services may be provided on or off the school campus and may be supplemented by telehealth.

3. Policies and procedures, including contracts with service providers, which will ensure that students who are referred to a school-based or community-based mental health service provider for mental health screening for the identification of mental health concerns and ensure that the assessment of students at risk for mental health disorders occurs within 15 days of referral. School-based mental health services must be initiated within 15 days after identification and assessment, and support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.

4. School board mental health policies and procedures, including the following:
a. Universal supports to promote students' psychological well-being and ensure safe and supportive school environments;

b. Evidence-based strategies or programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders.

c. Strategies to improve the early identification of social, emotional, or behavioral problems or substance use disorders, to provide intervention services, and to assist students in dealing with trauma and violence.

d. Policies and procedures for responding to a student with suicidal ideation, including risk assessment, guidelines for informing parents of suicide risk, and school board policies for initiating involuntary examination of students with suicide ideation.

e. A school crisis response plan that includes prevention, preparation for, response to, and recovery from a range of crises. The plan should include establishment of district-level and school-level crisis response teams, including, but not limited to, administration and school-based mental health service providers.

(c) School districts shall submit approved plans, including approved plans of each charter school in the district, to the commissioner by August 1 of each fiscal year.

(d) Beginning September 30, 2019, and annually by September 30 thereafter, each school district shall submit to the Department of Education a report on its program outcomes and expenditures for the previous fiscal year. The report must

1. The number of students who receive screenings or assessments.
2. The number of students who are referred to either school-based or community-based providers for services or assistance.
3. The number of students who receive either school-based or community-based interventions, services, or assistance.
4. The number of school-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation.
5. The number and ratio of school social workers, school psychologists, and certified school counselors employed by the district and the total number of licensed mental health professionals employed directly by the district.
6. Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers.
7. The amount of mental health assistance allocation funds appropriated subsequent to the 2019-2020 fiscal year that are in excess of the amount appropriated in the 2019-2020 fiscal year shall be used exclusively to fund additional providers of school-based mental health services.

(17) FUNDING COMPRESSION ALLOCATION—The Legislature may provide an annual funding compression allocation in the General Appropriations Act. The allocation is created to provide additional funding to school districts and developmental

Page 15 of 18

CODING: Words are deletions; words underlined are additions.
research schools whose total funds per FTE in the prior year were less than the statewide average. Using the most recent prior year FEFP calculation for each eligible school district, the total funds per FTE shall be subtracted from the state average funds per FTE, not including any adjustments made pursuant to paragraph (19)(b). The resulting funds per FTE difference, or a portion thereof, as designated in the General Appropriations Act, shall then be multiplied by the school district’s total unweighted FTE to provide the allocation. If the calculated funds are greater than the amount included in the General Appropriations Act, they must be prorated to the appropriation amount based on each participating school district’s share. This subsection expires July 1, 2020.

Section 4. Paragraph (c) of subsection (10) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—
(10) STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and

2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, an early college, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or preapprenticeship program.

The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this subsection, including rules that establish the minimum requirements for students described in this subsection to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

Section 5. This act shall take effect July 1, 2020.
THE FLORIDA SENATE

APPEARANCE RECORD

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

1/28/20
Meeting Date

K-12 Education
Topic

Dr. Nancy Lawtheo
Name

1747 Orlando Central Pkwy
Address

Orlando FL 32809
City State Zip

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

Florida PTA
Representing

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

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)

1-29-20
Meeting Date

Topic  K-12 Education

Name  BRENDA DICKINSON

Job Title  Lobbyist

Address  PO Box 12563
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Speaking:  □ For  □ Against  □ Information  Waive Speaking:  □ In Support  □ Against
(The Chair will read this information into the record.)

Representing  Florida Council of Independent Schools

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

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

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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)

1/28/2020

Meeting Date

62

Bill Number (if applicable)

Amendment Barcode (if applicable)

Name Scott Kittel

Job Title Florida Policy Director

Address

Street

City

State

Zip

Phone

Email

Speaking: □ For □ Against □ Information

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

Representing Foundation for Florida’s Future

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

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

This form is part of the public record for this meeting.
1/29/2020

Meeting Date

K-12 Education

Topic

Khanh-Lien Banko ("Connlyn")

Name

Resolutions Chair

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1747 Orlando Central Parkway

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SB 0062

Bill Number (if applicable)

449498

Amendment Barcode (if applicable)

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against

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

Representing Florida PTA

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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

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

APPEARANCE RECORD

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

1/29/2020

Meeting Date

SB 0062

Bill Number (if applicable)

969850

Amendment Barcode (if applicable)

Topic

K-12 Education

Name

Khanh-Lien Banks ("Con Lynn")

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Resolutions Chair

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resolutions@floridapta.org

State

FL

Zip

32809

Speaking:

☐ For

☐ Against

☐ Information

Waive Speaking:

☑ In Support

☐ Against

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

Representing

Florida PTA

Appearance at request of Chair:

☐ Yes

☑ No

Lobbyist registered with Legislature:

☐ Yes

☑ No

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

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THE FLORIDA SENATE

APPEARANCE RECORD

Meeting Date: 1/29/20

Bill Number (if applicable): H 62

Topic: Education K-12

Name: Roger Cuevas

Job Title: Past-President

Address: 8950 9th St. N. Suite 105, St. Petersburg, FL 33706

Phone: 786-393-4706

Email: roger.c236@me.com

Representing: Miami Dade Retired Educators Association

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [x] Against

(Chair will read this information into the record.)

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

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

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

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S-001 (10/14/14)
Topic: Education
Name: Robert Stephan
Job Title: Legislative Chair, D6-FL
Address: 3408 Bruenwood Lane, Safety Harbor, FL 34695
Phone: 
Email: 
Speaking: [ ] For [ ] Against [ ] Information
Waive Speaking: [ ] In Support [X] Against
Representing: Pinellas/Hillsborough, D6-FL
Appearing at request of Chair: [ ] Yes [X] No
Lobbyist registered with Legislature: [ ] Yes [X] No

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

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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: 4/29/20

Bill Number (if applicable): 5062

Amendment Barcode (if applicable):

Topic: K-12 Education

Name: Antonio Del Valuz

Job Title: Director Legislative

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City: MIAMI

State: FL

Zip: 33175

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

Waive Speaking: [ ] In Support [X] Against

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

Representing: [ ] Retired [ ] Educators Assoc.

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

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

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

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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: 1/29/20

Bill Number (if applicable): SB 62

Amendment Barcode (if applicable):

Topic: Education in Education

Name: Jay Joseph

Job Title: Retired Educator Legislative Chair

Address: 799 Florencia Circle

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Phone: 321-264-1543

Email: jay.joseph1941@gmail.com

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

Waive Speaking: [X] Against [ ] In Support

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

Representing: Brevard Retired Educators

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

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

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

1-29-20
Meeting Date

Topic
EDUCATION

Name
PAMELA B. SCHWARTZ

Job Title
President FL RETIRED EDUCATORS ASSOCIATION

Address
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Email
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Speaking: [ ] For [ ] Against [ ] Information

Representing
FREA — FL RETIRED EDUCATION ASSOCIATION

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

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

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

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)

Meeting Date 1/29/2020

Bill Number (if applicable) SB 62

Amendment Barcode (if applicable)

Topic Education

Name Evelyn Odom

Job Title Legislative Member

Address 10364 White Pine Ct.

Wellington, FL 33449

Phone 561-398-5552

Email Odom950@q

Speaking: ☒ Against ☐ Information

Waive Speaking: ☐ In Support ☒ Against

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

Representing Palm Beach Co, Retired Educators Assoc

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)

Meeting Date

1/29/20

Bill Number (if applicable)

SB 62

Amendment Barcode (if applicable)

Topic

Education

Name

LINDA EDSON

Job Title

Legislative Chair

Address

1841 Myrick Rd

Tallahassee FL 32303

Phone

Email

Speaking: □ For ☒ Against □ Information

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

Representing

Leon/Wakulla Retired Educators 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.

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)

1-29-2020
Meeting Date

SB 62
Bill Number (if applicable)

Topic ________ SB 62 ________ K-12 Education

Name ________ Leanne Karstedt

Job Title ________ Retired Teacher

Address ________ 415 N Wilder St

Street ________ Perry ________ FL ________ 32347

City ________ State ________ Zip

Phone ________ 850-843-0065

Email ________ Leanne.k2003@yahoo.com

Speaking: 

☐ For ☒ Against ☐ Information

Waive Speaking: ☐ In Support ☒ Against

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

Representing ________ Retired Teachers

Taylor, Dixie, Madison, Suwannee, Lafayette County

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)

Jan 29, 2020
Meeting Date

SB 62
Bill Number (if applicable)

Education
Topic

Felicia Bruce
Name

FREA Dist 9 Rep/Treas Coast FLARA Pres/RC 43 VP
Job Title

106 Mariner Bay Blvd
Address

Fort Pierce FL 34949
City State Zip

516 395 3721
Phone

spmomtch1@aol.com
Email

For
Speaking: □ For □ Against □ Information

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

Retired Educators
Representing

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

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)

Meeting Date: 1/28/20

Bill Number (if applicable): 67

Amendment Barcode (if applicable):

Topic: School Funding

Name: Larry Zwingel

Job Title: Retired

Address: 920 Oriental Gardens

Phone: 904-362-3609

Email: lzwingle2@gmail.com

City: Jacksonville

State: FL

Zip: 32207

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.
THE FLORIDA SENATE

APPEARANCE RECORD

1-28-2020
Meeting Date

SB 62 - School Funding
Topic

THEODORE HORNOJ-CENTERWALL
Name

—
Job Title

1166 CLOVERHILL CIR S E.
Address

JACKSONVILLE, FL 32257
Street City State Zip

Phone 904-252-3075

Email

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

Representing

INDIVISIBLE MANDARIN

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)

Meeting Date 1/28/20

Bill Number (if applicable) SB 062

Amendment Barcode (if applicable)

Topic School Funding

Name Gloria Einstein

Job Title

Address 2937 Braemer Drive

Street

City Jacksonville

State FL

Zip 32257

Phone 904 386-3636

Email

Speaking: □ For  ☒ Against  □ Information

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

Representing Indivisible Mandarin

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)

Topic   S  B  w  a
Name     S u s a n  A e r t k e r
Job Title
Address   1  0 1 7  8  F o x c r o f t  R d  W
Street                J A T
City                State           Zip
Speaking:    □ For    □ Against    □ Information    Waive Speaking:    □ In Support    □ Against
(The Chair will read this information into the record.)
Representing        mysef

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)
1/28/20
Meeting Date

K-12 Education
Topic

Dr. Nancy Lawther
Name

1747 Orlando Central Pkwy
Address

Orlando, FL 32807
City State Zip

407 855-7604
Phone

legislation@florida
Email

Yes
Appearing at request of Chair: Yes No

Florida PTA
Representing

No
Lobbyist registered with Legislature: Yes No

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

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

Meeting Date: 1-28-2000

Bill Number (if applicable): 602

Amendment Barcode (if applicable):

Topic: Education

Name: Natalie King

Job Title: VP/CoT

Address: 235 W Brandon Blvd 140

Phone: 813-927-8218

Email: Natalie.Disman@her

City: Brandon

State: FL

Zip: 33511

Speaking: [] For  [ ] Against  [ ] Information

Waive Speaking: [ ] In Support  [ ] Against

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

Representing: Charter School Leaders, Inc.

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)

1/29/2020
Meeting Date

62
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic

Name Scott Kittel

Job Title Florida Policy Director

Address

Street

City State Zip

Phone

Email

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

Representing Foundation for Florida's Future

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

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

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THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 1/29/2020

Bill Number (if applicable) 

Amendment Barcode (if applicable) 

Topic School Capital Outlay Surtax

Name Janet Hayes

Job Title Retired Teacher

Address 914 NE 25th Street

Phone 352.281.3164

Gainesville, FL 32601

Email janetdhayes@gmail.com

Zip

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☐ In Support ☐ Against

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

Representing Florida Retired Educators 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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THE FLORIDA SENATE

APPEARANCE RECORD

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

02-29-2020
Meeting Date

SB62
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic  Education

Name  Carrie Frye

Job Title  Executive Secretary

Address  212 Hammock Oak Circle
Street  DeBary
City  FL  32713
State  Zip

Phone  386-668-4409
Email  cfrye@att.net

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

Representing  Key Women Educators Delta Kappa Gamma Society International

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

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

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THE FLORIDA SENATE
APPEARANCE RECORD

29 Jan 20
Meeting Date

Topic  K-12 Education

Name  James Mosteller

Job Title  Advocacy Associate

Address  215 S. Monroe St
Street  Tallahassee
City  State  Zip

Phone  850/737-3712

Email  JamesM@excelinor.com

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

Representing  Foundation For Florida's Future

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

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

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THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 1-29-20

Bill Number (if applicable) SB 42

Amendment Barcode (if applicable)

Topic K-12 Education

Name Rebecca Hughes

Job Title Retired Massage Therapist

Address 3343 Wellington Rd Rd

Street Pensacola

City FL State 32504 Zip

Phone 850-498-7595

Email [REDACTED]

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☐ In Support ☐ Against

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

Representing Florida Retired 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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The Florida Senate

Appearance Record

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

Meeting Date: 1/29/2020

Bill Number (if applicable): 5362

Amendment Barcode (if applicable):

Topic: K-12 Education

Name: George Ellis

Job Title: President, Miami-Dade County Retired Educators Assoc.

Address: 808 Brickell Key Dr. #8508

City: Miami

State: FL

Zip: 33131

Phone: 786-997-2304

Email: age0248@compuserve.com

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

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

Representing: Florida Retired Educators Assoc & Miami-Dade County Retired Educators Assoc.

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

Lobbyist registered with Legislature: [ ] Yes [ ] No

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

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THE FLORIDA SENATE

APPEARANCE RECORD

1-29-2020
Meeting Date

SB 62
Bill Number (if applicable)

Ed Stanford
Name

Legislative Chair Dist 1
Job Title

3343 Wellington Rd
Address

Pensacola Fl 32504
Street City State Zip

Phone 850-444-6771

Email estanford@cdk.net

Speaking: [ ] For [ ] Against [ ] Information

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

Representing Florida Retired Educators Assn

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)

1/29/2020
Meeting Date

62
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic
Teacher pay

Name
John J. Sullivan

Job Title
Director Legislative Affairs

Address
600 S.E. 3rd Ave
Ft. Lauderdale, FL 33301

Phone
754-321-2608

Email
John.J.Sullivan@browardschools.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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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: 1-29-20

Bill Number (if applicable): 62

Amendment Barcode (if applicable):

Topic: K-12 Education

Name: Wendy Dodge

Job Title: Dir. Leg Affairs

Address: PO Box 391

Street: Bartow

City: Bartow

State: FL

Zip: 33831

Phone: 843-838-3632

Email: Wendy.dodge@pki.k12.fl.us

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against

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

Representing: Polk County Schools

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

Meeting Date: 11/29/20

Topic: Salary

Name: Melanie Barren

Job Title: Broward County Public Schools School Social Worker

Address: 14760 Madison Pk
Street: Davie
City: FL
State: 33325
Zip:

Phone: 954-321-9388
Email: melaniebmar@gmail.com

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.

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THE FLORIDA SENATE
APPEARANCE RECORD

1/29/20
Meeting Date

SB-62
Bill Number (if applicable)

Topic  Educational Professional Salaries

Name  Lenny Mujica

Job Title  School Social Worker

Address  761 SW 17th St

Street  Pembroke Pines FL

City  State  Zip

33023

Phone  954-328-8493

Email  lenmujica@miami.com

Speaking:  X For  □ Against  □ Information

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

Representing  Self

Appearing at request of Chair:  □ Yes  X 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: 1-29-20

Bill Number (if applicable): 0062

Amendment Barcode (if applicable)

Topic

Name: SEXY BUDS CAY COUNTY FL HOTELS

Job Title: SEXY TOYS CAY COUNTY FL

Address: 2901 - 2910 HWY 21

Street: Middleburg

City: FL

State: 32068

Zip: Phone: 904-915-3222

Email: SEXYBUDS18.com

Speaking: □ For □ Against □ Information Waive Speaking: □ In Support □ Against

(The Chair will read this information into the record)

Representing

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

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

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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: 1-29-20

Bill Number (if applicable): SB 0042

Amendment Barcode (if applicable): 

Name: Sex & Sense Clay County E. Horace

Job Title: Sex & Sense Clay County

Address: 2904-2910 Hwy 21

City: Middleburg

State: FL

Zip: 32068

Phone: 904-415-3221

Email: SEX&SENSE@GMAIL.COM

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

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

Representing:

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

Lobbyist registered with Legislature: [ ] Yes [ ] No

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

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

1/29/20
Meeting Date

K-12 Education
Topic

N. Sabrina Gates
Name

Educator
Job Title

19051 Boyette Rd
Address

Lithia FL 33547
City State Zip

813-679-0021
Phone

Wp@icloud.com
Email

Self
Representing

For
Speaking:

Against

Information

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

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)

Meeting Date: 1/29/20

Bill Number (if applicable): SB

Amendment Barcode (if applicable):

Topic: K-12 Education

Name: Sabrina Gates

Job Title: Educator

Address: 19051 Boyette Rd.

Phone: 813-679-0026

Email:

City: Lithia

State: FL

Zip: 83547

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 [X] No

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

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

This form is part of the public record for this meeting.
The Florida Senate
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 72 (847972)

INTRODUCER: Appropriations Subcommittee on Education; and Senator Stargel

SUBJECT: Postsecondary Education

DATE: January 28, 2020

ANALYST STAFF DIRECTOR REFERENCE ACTION
1. Bouck, Dew Sikes ED Favorable
2. Underhill Elwell AED Recommend: Fav/CS
3. 

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

PCS/SB 72 modifies provisions relating to preeminent state research universities, the prioritization of capital outlay projects at Florida College System (FCS) institutions, the carry forward of operational funds at state universities and FCS institutions, state student financial aid, and textbook affordability at public postsecondary institutions. Specifically, the bill:

- Revises the data for academic and research excellence standards of preeminent research universities by using more timely performance data and requiring the standards to be reported annually in the BOG Accountability Plan.
- Removes funding associated with the emerging preeminent state research university designation and creates State Universities of Distinction.
- Modifies a criterion for new construction, remodeling, or renovation projects at FCS institutions that have not been previously state funded to be added to the Public Education Capital Outlay (PECO) priority list.
- Modifies reporting deadlines and spending plan provisions relating to the carry forward of operational funds at state universities and FCS institutions.
- Replaces the State University System Programs of Excellence with the State Universities of Distinction program, and establishes requirements.
- Aligns student eligibility, maximum awards, fund distribution, remittance deadlines, and reporting requirements between the four Florida Student Assistance Grant programs.
- Clarifies initial and renewal award requirements for the Benacquisto Scholarship Program.
- Provides that pricing and payment options relating to textbook affordability may include either an opt-in or opt-out provision for students.
• Removes the limitation that prohibits a Phosphate Research and Activities Board member from serving more than 180 days after the expiration of his or her term, until a successor is appointed.
• Directs the Board of Governors to define in regulation the university faculty and administrative personnel classifications.

The bill has no impact on state revenues or expenditures.

The bill takes effect on July 1, 2020.

II. Present Situation:

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

III. Effect of Proposed Changes:

Public Education Capital Outlay

Present Situation

Florida’s Public Education Capital Outlay (PECO) program provides funding for capital outlay projects for Florida’s public education system, including universities, colleges, public schools and other state owned educational facilities that have no other source for funding for capital outlay. As specified by the Florida Constitution, the PECO program is funded by gross receipts taxes on utilities, including electricity and natural gas, and communication services (cable, wireless, telephone landline, miscellaneous services, and direct to home satellite tax bases).

The Commissioner of Education (commissioner) must annually submit to the Governor and to the Legislature an integrated, comprehensive budget request for educational facilities construction and fixed capital outlay needs for school districts, Florida College System (FCS) institutions, and state universities, subject to provisions in law. The commissioner must use estimates for PECO funds by the Revenue Estimating Conference in determining the budget request. In addition, the commissioner, in consultation with the appropriations committees of the Legislature, must provide annually an estimate of funds for FCS institutions and state universities in developing three-year priority lists required in law.

FCS institutions and state university boards of trustees (BOT) request funds for projects based on the 3-year priority list, to be updated annually, which is submitted to the Legislature in the legislative budget request (LBR) at least 90 days prior to the legislative session. The State Board of Education (SBE) submits a 3-year priority list for FCS institutions, and the Board of Governors of the State University System (BOG) submits a 3-year priority list for state

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1 Art. XII, s. 9, Fla. Const.
2 Section 1013.60(1), F.S., and applicable provisions of ch. 216.
3 The Revenue Estimating Conference develops official information with respect to anticipated state and local government revenues as the conference determines is needed for the state planning and budgeting system. Section 216.136(3), F.S.
4 Section 1013.60(1), F.S.
5 Section 1013.64(4), F.S.
universities. The lists reflect decisions by the SBE and BOG concerning program priorities that implement the statewide plan for program growth and quality improvement in education.\(^6\)

In 2019,\(^7\) the process by which FCS projects are evaluated for inclusion on the priority list was modified. Projects considered for prioritization are required to be chosen from a preliminary selection group consisting of previously state-funded projects that have not been completed, and the top two priorities of each FCS institution. The SBE is required to develop a points-based prioritization method to rank projects for consideration that awards points for the degree to which a project meets specific criteria compared to other projects.\(^8\) The criteria specified in law\(^9\) may be weighted, but no weight may exceed the criterion regarding space needs due to increased instructional capacity.\(^10\)

A new construction, remodeling, or renovation project that has not received an appropriation in a previous year may not be considered for inclusion on the required prioritized list, unless:
- A plan is provided to reserve funds in an escrow account, specific to the project, into which must be deposited each year an amount of funds equal to 0.5 percent of the total value of the building for future maintenance;
- There are sufficient excess funds from the allocation provided pursuant to the LBR within the 3-year planning period which are not needed to complete the projects for which state funds were previously appropriated which have not been completed;\(^11\) and
- The project has been recommended based on results relating to an educational plant survey.\(^12\)

**Effect of Proposed Changes**

The bill modifies s. 1001.03, F.S., to replace the existing sufficient excess PECO funds criterion for a specified new construction, remodeling, or renovation project to be added to the priority list. The bill changes the criterion to specify that an FCS project may only be included on the priority list if there is sufficient capacity within the cash and bonding estimate of funds by the Revenue Estimating Conference to accommodate the project within the three-year PECO funding cycle. This modification aligns the requirements for new FCS projects to be considered on the priority list with those for the State University System (SUS) projects.\(^13\)

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\(^6\) Section 1013.31, F.S.
\(^7\) Section 3, ch. 2019-103, L.O.F.
\(^8\) On Sept. 20, 2019, the SBE approved a prioritized list of PECO for 2020-2021 and the FCS PECO project priority methodology.
\(^9\) Section 1001.03(18)(a), F.S.
\(^10\) Section 1001.03(18)(b), F.S.
\(^11\) The SBE must continually maintain a list of all public education capital outlay projects for which state funds were previously appropriated which have not been completed. The list must include an estimate of the amount of state funding needed for the completion of each project. Section 1001.03(18)(d), F.S.
\(^12\) Section 1013.31, F.S. Educational plant surveys must be completed every five years, and reflect the capacity of existing facilities in school districts, FCS institutions, and state universities, as well as projections of facility space needs. *Id.*
\(^13\) Section 1001.706(12)(c), F.S.
End-of-Year Balance of Funds – State Universities and Florida College System Institutions

Present Situation
At the end of each fiscal year, state operational funds for state agencies and departments revert to the fund from which they were appropriated for reappropriation by the Legislature.\(^{14}\) However, state universities\(^ {15}\) and FCS institutions\(^ {16}\) are authorized to carry forward unexpended amounts in operating funds for subsequent fiscal years.

Each state university, and FCS institution with a final FTE of 15,000 or greater for the prior year, must maintain a minimum carry forward balance of at least 7 percent of its state operating budget. If such university or FCS institution fails to maintain a 7 percent balance in state operating funds, the university and FCS institution must submit a plan to the BOG and SBE, respectively, to attain the 7 percent balance of state operating funds within the next fiscal year.\(^ {17}\) An FCS institution with a final FTE less than 15,000 for the prior must maintain a carry forward balance of at least 5 percent, or submit a similar plan to the SBE.\(^ {18}\)

A state university or FCS institution that retains a state operating fund carry forward balance in excess of the required minimum must submit a spending plan for its excess carry forward balance. The spending plan must be submitted to the state university or FCS institution BOT for approval by September 1, 2020, and each September 1 thereafter.\(^ {19}\) The BOG must review, approve, and amend, if necessary, each university’s carry forward spending plan by October 1, 2020, and each October 1 thereafter.\(^ {20}\) The SBE must review and publish each FCS institution’s carry forward spending plan by October 1, 2020, and each October 1 thereafter.\(^ {21}\)

The carry forward spending plan for each state university, and FCS institution with a final FTE of 15,000 or greater for the prior year, must include the estimated cost per planned expenditure and a timeline for completion of the expenditure. The law specifies authorized expenditures, which include nonrecurring operating expenditures that support the university’s or FCS institution’s mission.\(^ {22}\)

Effect of Proposed Changes
The bill modifies provisions in ss. 1011.45 and 1013.841, F.S., relating to the carry forward of operational funds by state universities and FCS institutions to align fund approval activities and provide greater flexibility in spending plan expenditures. Specifically, the bill:

- Modifies the submission and approval dates by an institution BOT, BOG, and SBE, to require that:

\(^{14}\) Section 216.301(1)(a), F.S.
\(^{15}\) Section 1011.45, F.S.
\(^{16}\) Section 1013.841(1), F.S.
\(^{17}\) Sections 1011.45(1) and 1013.841(3)(a), F.S.
\(^{18}\) Section 1013.841(2)(a), F.S.
\(^{19}\) Sections 1011.45(2) and 1013.841(2)(b), F.S.
\(^{20}\) Section 1011.45(2), F.S.
\(^{21}\) Section 1013.841(2)(b), F.S.
\(^{22}\) Sections 1011.45(3) and 1013.841(4), F.S.
The spending plan be submitted to the state university or FCS institution BOT for approval by September 30, 2020, and each September 30 thereafter. The BOG review, approve, and amend, if necessary, university spending plans, and the SBE review and publish FCS institution spending plans by November 15, 2020, and each November 15 thereafter.

- Removes the requirement that operating expenditures that support the mission of the state university or FCS institution mission be nonrecurring.
- Authorizes the spending plans of state universities and FCS institutions to include a commitment of funds to a contingency reserve to assist in addressing unforeseen circumstances that may arise, including natural disasters and other emergencies.

**Preeminent State Research Universities Program**

**Present Situation**

The preeminent state research universities program is a collaborative partnership between the BOG and the Legislature to raise the academic and research preeminence of the highest performing state research universities in Florida. A state university that meets 11 of the 12 academic and research excellence standards specified in law is designated a “preeminent state research university”. A state research university that meets at least six of the 12 standards is designated as an “emerging preeminent state research university.” In identifying the performance of each state university against the standards, the BOG is required to use the state university data as published by the national sources specified in statute.

If an increase in the appropriation for preeminent state research universities is provided, each designated preeminent state research university must receive an equal amount of funding, and each designated emerging preeminent state research university must receive an amount of funding that is equal to one-quarter of the total increased amount awarded to each designated preeminent state research university.

**Effect of Proposed Changes**

The bill modifies s. 1001.7065, F.S., to require the academic and research excellence standards for preeminent state research universities be reported annually in the BOG Accountability Plan.

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23 The deadline is consistent with current laws that require the chief financial officer of a state university or FCS institution to certify, annually by September 30, the unexpended amount of state funds remaining in the general fund of an institution as of June 30 of the previous fiscal year. Sections 1011.45(4) and 1011.84(3)(e), F.S.
24 Current law authorizes state universities to spend the minimum carry forward balance of 7 percent for a demonstrated emergency, subject to state university BOT and BOG approval. Section 1011.45(5), F.S.
25 Section 1001.7065(1), F.S.
26 Section 1001.7065(2), F.S. The standards include: incoming freshman academic characteristics (average weighted GPA and average SAT score); institutional ranking nationally; freshman retention rate; four-year graduation rate; national academy membership of institution faculty; research expenditures (2 measures); research expenditure national ranking; patents awarded annually; doctoral degrees awarded annually; postdoctoral appointees annually; and institutional endowment.
27 Section 1001.7065(3)(a), F.S.
28 Section 1001.7065(3)(b), F.S.
29 Section 1001.7065(5)(c), F.S.
30 Board of Governors Regulation 2.002 requires the BOG to institute a planning and performance monitoring system for state universities designed to inform strategic planning, budgeting, and other policy decisions for the State University System; the BOG must annually submit the university accountability plans and the system summary of the university plans to
and amends the standards to provide the BOG with the flexibility to access and utilize the most up to date data available.

The bill preserves the designation of emerging preeminent universities, removes the funding component for emerging preeminent universities, and provides that the funding for preeminent universities will be determined annually by the Legislature.

**State University System Programs of Excellence**

**Present Situation**

In 2018, the BOG was required to establish standards and measures whereby individual degree programs that objectively reflect national excellence in state universities could be identified, and make recommendations to the Legislature by September 1, 2018, regarding the enhancement and promotion of such programs.

The goal of this initiative was to achieve and improve upon world-class, nationally recognized university programs of excellence within the SUS. The BOG approved a framework to identify programs of excellence that:

- Provide opportunities for all 12 SUS institutions to participate.
- Allow for universities to elevate both research and academic programs that are nationally recognized.
- Allow for programs across disciplines and degree levels to be recognized.
- Encourage institution collaboration.
- Address key areas important to Florida.
- Provide for flexibility in implementation.

The BOG requested $30 million for this initiative in its 2019-2020 legislative budget request. This request was not funded by the 2019 Legislature.

**Effect of Proposed Changes**

The bill modifies s. 1001.7065, F.S., to replace the SUS Programs of Excellence with a State Universities of Distinction program, which requires the BOG to establish standards and measures to identify state universities that focus on one core competency unique to the SUS that:

- Achieves excellence at the national or state level;
- Meets state workforce needs; and

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31 Section 3, ch. 2018-4, L.O.F.
32 Section 1001.7065(7), F.S.
• Fosters an innovation economy that focuses on areas such as health care, security, transportation, and science, technology, engineering, and mathematics (STEM), including supply chain management.

The bill requires the BOG to annually submit such programs by January 1 for funding.

This bill provision aligns with a recent BOG initiative targeting Universities of Distinction as a path towards excellence that will produce high-quality talent to diversify Florida’s economy, stimulate innovation, and provide a return on investment to the state.\(^{35}\)

**Financial Aid and Tuition Assistance Programs**

**Present Situation**

Various student financial aid and tuition assistance programs have been created to assist students in accessing and continuing higher education in Florida. Student financial assistance available in Florida\(^{36}\) includes a variety of grant and scholarship programs outlined in law\(^{37}\) or SBE rule\(^{38}\) and loans through Federal Student Aid.

**Florida Student Assistance Grant Program**

The Florida Student Assistance Grant (FSAG) Program, created in 1972, is Florida’s largest need-based grant program, consisting of FSAG Public, FSAG Public Postsecondary Career Education (FSAGCE), FSAG Private, and FSAG Postsecondary.\(^{39}\) The FSAG Program provides state student assistance grants to students who meet general eligibility requirements\(^{40}\) and stipulations specific to each program.

For each of the programs, except FSAGCE, the Department of Education is required to establish a maximum expected family (EFC) contribution that is used in determining eligibility to receive a grant award.\(^{41}\) For the 2019-2020 academic year, the maximum EFC for FSAG Public and FSAG Postsecondary matches the maximum EFC established for Pell: 5576.\(^{42,43}\)


\(^{37}\) See ss. 1009.50-1009.894, F.S.

\(^{38}\) See Rule 6A-20.001 - 20.111, F.A.C.


\(^{40}\) Section 1009.40, F.S.

\(^{41}\) Sections 1009.50(2)(c), 1009.51(2)(c), and 1009.52(2)(c), F.S.


The FSAG Program is administered by participating institutions in accordance with SBE rule.\(^44\) A total of $269,396,012 was appropriated for the FSAG Program for the 2019-2020 fiscal year.\(^45\) The current maximum award amount of $2,610 has not changed since 2013.\(^46\)

Similarities and differences in specified provisions across the FSAG programs are depicted in the table below.

<table>
<thead>
<tr>
<th>FSAG Public</th>
<th>FSAGCE</th>
<th>FSAG Private</th>
<th>FSAG Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Eligibility(^47)</strong></td>
<td>Degree-seeking and enrolled in at least 6 hours at an FCS institution or state university.</td>
<td>Certificate-seeking and enrolled in a career center or FCS institution at least half-time.(^48)</td>
<td>Full-time, degree-seeking enrollment at an eligible independent nonprofit college or university.(^49)</td>
</tr>
<tr>
<td><strong>Grant Award</strong></td>
<td>Between $200 and weighted average of cost of tuition and fees for 30 hours at state universities, up to 110 percent of the program, or as specified in the GAA.(^51)</td>
<td>Between $200 and the student’s unmet need for the cost of education, which may not exceed the average annual cost of tuition and other registration fees, or as specified in the GAA.(^52)</td>
<td>Between $200 and the amount of demonstrated unmet need for tuition and fees, not to exceed an amount equal to the average tuition and other registration fees for 30 credit hours at state universities plus $1,000 per academic year, or as specified in the GAA.(^53)</td>
</tr>
</tbody>
</table>

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\(^44\) Sections 1009.50(6), 1009.505(5), 1009.51(6), and 1009.52(7), F.S. See also Rule 6A-20.031, F.A.C. Postsecondary educational institution administrative responsibilities for state student aid and tuition assistance programs are outlined in Rule 6A-20.002, F.A.C.


\(^47\) A demonstrated unmet need of less than $200 renders an applicant ineligible for a state student assistance grant. Sections 1009.50(2)(a), 1009.51(2)(a), and 1009.52(2)(a), F.S. See also Rule 6A-20.031, F.A.C.

\(^48\) Section 1009.505(3)(a), F.S. “Half-time” means the equivalent in clock hours at a public postsecondary career certificate program of 6 semester credit hours at a FCS institution. Section 1009.505(2)(b), F.S.

\(^49\) An eligible independent college or university is nonprofit, baccalaureate-degree-granting, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, and located in and chartered as a domestic corporation by the state. Section 1009.51(2)(a), F.S.

\(^50\) An eligible nursing diploma school must be approved by the Florida Board of Nursing, and an eligible independent college or university must be licensed by the Commission for Independent Education. Section 1009.52(2)(a), F.S. The Commission for Independent Education has statutory responsibilities in matters relating to nonpublic, postsecondary, educational institutions, including the licensure of independent schools, colleges, and universities. Florida Department of Education, *Commission For Independent Education*, [http://www.fldoe.org/policy/cie/](http://www.fldoe.org/policy/cie/) (last visited Dec. 16, 2019).

\(^51\) Section 1009.50(3), F.S. The amount is specified in the GAA. *Id.* See s. 1009.50(2)(a), F.S. The legal requirement is contained in s. 1009.40(3), F.S.

\(^52\) Section 1009.505(3)(a), F.S.

\(^53\) No student may receive an award for more than the equivalent of 9 semesters or 14 quarters of full-time enrollment. Section 1009.51(2)(a), F.S.
<table>
<thead>
<tr>
<th>Priority in Distribution of Funds</th>
<th>Priority given to students with the lowest total family resources</th>
<th>No provision.</th>
<th>Identical to FSAG Public.</th>
<th>Identical to FSAG Public.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Requirement Audit</td>
<td>Report disbursed students to DOE.</td>
<td>Similar to FSAG Public.</td>
<td>Similar to FSAG Public.</td>
<td>Similar to FSAG Public.</td>
</tr>
<tr>
<td></td>
<td>No provision.</td>
<td>No provision.</td>
<td>Biennial financial and program audit.</td>
<td>Identical to FSAG Private.</td>
</tr>
</tbody>
</table>

In addition, the FSAG Public, FSAG Private, and FSAG Postsecondary programs provide for deposit of funds appropriated by the Legislature for grants through the FSAG program into the State Student Financial Assistance Trust Fund. The FSAGCE program does not have this provision.

For the 2018-2019 fiscal year, amounts disbursed through the FSAG Program include:

- A total of $234,334,619 for FSAG Public, disbursed to 156,301 students with an average award amount of $1,499.55.  
- A total of $3,144,476 for FSAGCE, disbursed to 4,305 students with an average award amount of $730.42.  
- A total of $24,500,519 for FSAG Private, disbursed to 16,338 students with an average award amount of $1,499.60.  
- A total of $6,799,099 for FSAG Postsecondary, disbursed to 6,281 students with an average award amount of $1,082.47.

**Benacquisto Scholarship Program**

The Benacquisto Scholarship Program (scholarship) was created in 2014 to reward a Florida high school graduate who achieves recognition as a National Merit Scholar (NMS) or National Merit Scholar. It is administered by the Florida Department of Education (DOE) Office of Financial Assistance, does not have a reporting requirement or an audit, and is identical to the FSAG Public program. The scholarship was renamed in 2016 from the Florida National Merit Scholar Incentive Program to the Benacquisto Scholarship Program. The scholarship was renamed in 2016 from the Florida National Merit Scholar Incentive Program to the Benacquisto Scholarship Program.

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54 Section 1009.50(2)(c), F.S.  
55 Sections 1009.50(2)(d) and 1009.50(4)(d), F.S. All eligible students are required to be reported. Rule 6A-20.031(7), F.A.C.  
56 Section 1009.51(4)(e), F.S. The DOE retains the ability to suspend or revoke an institution’s eligibility to receive future moneys from the trust fund for the program or request a refund of any moneys overpaid to the institution.  
57 Sections 1009.50(5), 1009.51(5), and 1009.52(6), F.S.  
62 The scholarship was renamed in 2016 from the Florida National Merit Scholar Incentive Program to the Benacquisto Scholarship Program. Section 26, ch. 2016-237, L.O.F.  
Achievement Scholar (NAS) and enrolls in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution.

In addition to achieving recognition as an NMS or NAS, in order to be eligible for an award under the scholarship, a student must:

- Be a state resident as determined by statute and SBE rules;
- Earn a standard Florida high school diploma or its equivalent pursuant to statute, unless:
  - The student completes a home education program pursuant to statute;
  - The student earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state;
- Be accepted by and enroll in a Florida public or independent postsecondary educational institution that is regionally accredited; and
- Be enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the fall academic term following high school graduation.

In 2018, eligibility was expanded to allow out-of-state students to qualify for a scholarship.

Scholarship recipients attending a public postsecondary institution, who qualify as a Florida resident, receive an award equal to the institutional cost of attendance minus the sum of the student’s Florida Bright Futures Scholarship and NMS or NAS award. Scholarship recipients attending a public postsecondary institution, who qualify as non-residents of Florida, receive an award equal to the institutional cost of attendance for a Florida resident minus the student’s NMS award. Eligible students who attend independent postsecondary educational institutions in Florida each receive scholarship awards equal to the highest cost of attendance for a resident of this state enrolled at a Florida public university, as reported by the BOG, minus the sum of the student’s Florida Bright Futures Scholarship and NMS or NAS award.

A student must earn all credits for which he or she was enrolled and maintain a 3.0 or higher grade point average to be eligible for a renewal award. A student may receive an award for up to 100 percent of the number of credit hours required to complete a baccalaureate degree program.


Section 1009.893(2), F.S.
Section 1009.893(4)(a), F.S.
Section 1002.41, F.S.
Section 22, ch. 2018-4, L.O.F. See s. 1009.893(4)(b), F.S.
Section 1009.893(5)(b), F.S.
Section 1009.893(5)(a), F.S. The National Achievement Scholarship Program has since been discontinued. National Merit Scholarship Corporation, supra note 57.
For the 2019-2020 fiscal year, $21,372,911\textsuperscript{71} was appropriated to fund 1,416 scholarship recipients.\textsuperscript{72}

**Effect of Proposed Changes**

**Florida Student Assistance Grant Program**

The bill provides flexibility and aligns specific requirements across the FSAG programs.

Specifically, the bill:

- Establishes that the maximum award amount for each FSAG program as specified in the General Appropriations Act (GAA).
- Allows a student who received a FSAG award in the fall or spring term to receive the FSAG award during the summer, if funds are available.\textsuperscript{73}
- Removes the requirement that institutions must prioritize the distribution of grant funds to students with the lowest family resources, thus allowing an institution to provide the grant funds to students who have the greatest unmet need.
- Specifies that, for all FSAG programs, institutions must report to the DOE all eligible students, regardless of actual disbursements.\textsuperscript{74}
- Modifies the fund distribution formula to include part-time and full-time eligible students, and requires that the formula account for changes in the number of eligible students across all FSAG programs.
- Establishes a disbursement deadline of 30 days after the end of regular registration each term and deadline of 60 days after the end of regular registration each spring term for return of undisbursed funds, which aligns to other financial aid programs, in accordance with DOE rule. However, the bill authorizes an exception to the remittance deadline if the institution documents to the DOE how the institution plans to disburse awards to students for the subsequent summer term. Such reporting and remittance deadlines may ensure that returned funds can be disbursed to qualified students prior to the end of the fiscal year.
- Removes the required DOE need analysis for the FSAG Public, FSAG Private, and FSAG Postsecondary programs to specify that a grant may not be made to a student whose expected family contribution exceeds one and one-half times the maximum Pell Grant-eligible family contribution.\textsuperscript{75}
- Requires institutions receiving funds through the FSAG Public and FSAGCE programs to prepare the same biennial report currently required of the FSAG Private and FSAG Postsecondary programs. The requirement specifies that:

\textsuperscript{71} Specific Appropriation 68, ch. 2019-115, L.O.F.


\textsuperscript{73} All students entering a SUS university with fewer than 60 semester hours credit are required to earn at least 9 semester hours prior to graduation by attendance at one or more summer sessions. BOG Regulation 6.016. Allowing students to use FSAG awards during the summer may assist students to fulfill this requirement, take more credits in a year, and graduate on-time in four years.

\textsuperscript{74} Reporting all eligible students, rather than only those students who received a disbursement, is consistent with requirements in rule 6A-20.031(7), 6A-20.032(7), and 6A-20.033(7), F.A.C.

\textsuperscript{75} Expected Family Contribution is calculated using a student’s: family size; family’s taxed and untaxed income, assets, and benefits; and number of family members who will attend college or career school during the year. Federal Student Aid, How Aid is Calculated, https://studentaid.gov/complete-aid-process/how-calculated#efc (last visited Dec. 23, 2019).
Each institution that receives moneys through the FSAG program must prepare a biennial report that includes a financial audit, conducted by the Auditor General, of the institution’s administration of the program and a complete accounting of moneys allocated to the institution for the program to the DOE by March 1 every other year.

The DOE may conduct its own annual or biennial audit of an institution’s administration of the program and its allocated funds in lieu of the required biennial report and financial audit report.

The DOE may suspend or revoke an institution’s eligibility to receive future moneys for the program or request a refund of any moneys overpaid to the institution for the program if the DOE finds that an institution has not complied and specifies that any refund requested must be remitted within 60 days after notification by the DOE.

Benacquisto Scholarship Program

The bill modifies s. 1009.893, F.S., to clarify requirements for initial eligibility and modify scholarship renewal provisions. Specifically, the bill:

- Removes an outdated reference to the National Achievement Scholar program.
- Requires scholarship renewal students to be enrolled full-time. However, the bill authorizes a student to be enrolled less than full-time and receive funding for one term to complete his or her degree, if the student has less than 12 credits remaining to graduate.  

- Specifies that a student’s renewal status is not affected by subsequent changes in the residency status of the student or the student’s family.
- Authorizes that students who fail to meet renewal requirements due to a verifiable illness or other documented emergency may be granted an exception pursuant to law.
- Specifies that a student may receive an award for up to five years following high school graduation and may not receive the award for more than 10 semesters, which may encourage students to complete degree programs in a timely manner and may lower some program costs.

Textbook and Instructional Materials Affordability

Present Situation

In 2008, the federal government and Florida Legislature addressed measures to reduce costs and make textbooks more affordable for needy students. Since 2016, each FCS institution and state university BOT has been authorized to adopt policies in consultation with textbook and instructional materials providers, including bookstores, which allow for the use of innovative pricing techniques and payment options for textbooks and instructional materials. Such policies are authorized to include bulk pricing arrangements that enable students to purchase course

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76 Modifying provisions relating to full-time enrollment will more closely align the law with DOE implementation of the scholarship program.
77 Section 1009.40(1)(b)-4., F.S.
78 The Higher Education Opportunity Act (Public Law 110-315).
79 Section 1004.0085, F.S.
80 Section 3, ch. 2016-236, L.O.F.
materials or texts that are delivered digitally; delivered through other technologies that are, or the licenses of which are, required for use within a course; or delivered in a print format.\(^81\)

FCS institution and state university BOT innovative pricing techniques and payment options policies may only be approved if there is documented evidence that the options reduce the cost of textbooks and instructional materials for students taking a course and if the policy includes an opt-in provision for students.\(^82\) An institution may not automatically enroll students in services that provide textbooks or other materials electronically, students must opt-in to such programs.

**Effect of Proposed Changes**

The bill modifies s. 1004.085, F.S., to require that each FCS institution and state university BOT that adopts innovative pricing techniques and payment options policies include either an opt in or opt out provision for students. Therefore, if an institution adopts such a policy, the institution may automatically assign all students in a course to receive digital materials or other pricing payment options unless the student opts out of the policy.

**Phosphate Research and Activities Board**

**Present Situation**

The Florida Industrial and Phosphate Research Institute is housed within Florida Polytechnic University (FPU)\(^83\) and the Phosphate Research and Activities Board is tasked with monitoring the expenditure of funds appropriated to FPU from the Phosphate Research Trust Fund.\(^84\) The board consists of five members. The Governor is required to appoint two persons representing the phosphate mining or processing industry and one member representing a major environmental conservation group in the state. The Secretary of Environmental Protection or his or her designee and the president of FPU are required to serve as board members.\(^85\)

Members of the board appointed by the Governor are appointed to 3-year terms. A board member may continue to serve until a successor is appointed, but not more than 180 days after the expiration of his or her term. A board member is eligible for reappointment to subsequent terms.\(^86\)

\(^{81}\) Section 1004.085(4), F.S. Such policies are often called “inclusive access.” Where previously students might have been assigned textbooks individually, now many institutions are signing up whole classes of students to automatically receive digital course materials at a discounted rate, rather than purchasing individually. Every student has the same materials on the first day of class, with the charge included as part of their tuition. Many institutions automatically sign up students for such services, requiring students to opt-out if they do not wish to receive such digital materials or services. Inside Higher Education, ‘Inclusive Access’ Takes Off, https://www.insidehighered.com/news/2017/11/07/inclusive-access-takes-model-college-textbook-sales (last visited Jan. 2, 2020). For federal financial assistance, an institution may include the cost of textbooks and supplies as part of tuition and fees if the institution has an arrangement with a publisher or other entity that makes books or supplies cheaper, provides a way for students to get timely access to materials, and includes a student opt out provision. Section 668.164(c) (2)(i), C.F.R.

\(^{82}\) Section 1004.085(4), F.S.

\(^{83}\) Section 1004.346(1), F.S.

\(^{84}\) Section 1004.346(2), F.S.

\(^{85}\) Section 1004.346(2)(b), F.S

\(^{86}\) Section 1004.346(2)(c), F.S
**Effect of Proposed Changes**
The bill modifies s. 1004.346, F.S., to remove the limitation that a board member may not serve more than 180 days after the expiration of his or her term, which prevents vacancies on the board by allowing that member to serve on the board until a replacement is appointed or that member is reappointed.

**Remuneration of State University Administrative Employees**

**Present Situation**
A state university administrative employee may not receive more than $200,000 in remuneration annually from appropriated state funds. However, university teaching faculty or medical school faculty or staff are not limited to how much compensation they can receive each year from appropriated state funds. State law does not direct the Board of Governors (BOG) to identify which employee classifications are exempt from the remuneration cap. However, the BOG defines in regulation the position of university president, university administrative employees, and university teaching faculty or medical school faculty for the purpose of regulating remuneration for such employees.

**Effect of Proposed Changes**
The bill modifies s. 1012.976, F.S., to require the BOG to define in regulation the university faculty and administrative personnel classifications.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:
   None.

B. Public Records/Open Meetings Issues:
   None.

C. Trust Funds Restrictions:
   None.

D. State Tax or Fee Increases:
   None.

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87 See ss. 1012.976(2) and 1012.976(3), F.S.
88 State of Florida Auditor General, *Operational Audit, State University System Board of Governors, Report 2020-032*, (September 2019), at 3-4, available at [https://flauditor.gov/pages/pdf_files/2020-032.pdf](https://flauditor.gov/pages/pdf_files/2020-032.pdf). The Auditor General (AG) finding cited the BOG for creating a definition of university teaching faculty that included those who provide indirect instructional support. The AG indicated that the BOG definition “may undercut the dichotomy between administrative employees and teaching faculty contemplated in state law.” The AG recommended that the BOG review and revise the regulation to ensure definitions of teaching faculty are consistent with state law.

89 Board of Governors Regulation 9.006.
E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Providing for Florida Student Assistance Grant (FSAG) Program summer awards may provide additional financial assistance to students who attend during the summer term.

Establishing a deadline for the return of undisbursed funds to the Department of Education may provide opportunities for additional students to receive an FSAG program scholarship. Returned funds may then be repurposed to fund other eligible students at the same or another institution.90

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.03, 1001.7065, 1004.085, 1004.346, 1009.50, 1009.505, 1009.51, 1009.52, 1009.893, 1011.45, 1012.976 and 1013.841.

This bill repeals section 11 of chapter 2019-116, Laws of Florida.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

PCS by Appropriation Subcommittee on Education on January 29, 2020:

90 In the 2019 General Appropriations Act, student financial aid funds may be reallocated among the FSAG programs, the children and spouses of deceased and disabled veterans scholarship program, the Florida Work Experience program, and the Rosewood Family and Florida Farmworker scholarships. Specific Appropriation 75, s.2 ch. 2019-115, L.O.F.
The committee substitute makes the following changes to the bill:

- Removes the requirement that participating institutions in the Florida Student Assistance Grant program prioritize the distribution of grant funds to students with the lowest family resources.
- Modifies the appointment term of members to the Florida Industrial and Phosphate Research Institute board, to allow board members to serve until their replacement is named. Removes the limitation that prohibits a Phosphate Research and Activities Board member from serving more than 180 days after the expiration of his or her term, until a successor is appointed.
- Modifies the remuneration statute for state universities, directing the Board of Governors to define in regulation the university faculty and administrative personnel classifications.
- Modifies the Academic and Research Excellence Standards subsection so that the BOG Accountability Plan is the source for the measures rather than third-party sources. Revises the data for academic and research excellence standards of preeminent institutions by using more timely performance data and requiring the standards to be reported annually in the BOG Accountability Plan.
- Modifies the preeminence statute to preserves the designation of emerging preeminent universities, removes funding component for emerging preeminent universities, and changes the funding for preeminent universities to be determined annually by the Legislature.
- Removes the repeal of section 11, ch. 2019-116, L.O.F., as that provision is no longer necessary because the award cap was permanently removed from law in 2019.

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 (Stargel) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Paragraph (c) of subsection (18) of section 1001.03, Florida Statutes, is amended to read:

> 1001.03 Specific powers of State Board of Education.—
>
> (18) PUBLIC EDUCATION CAPITAL OUTLAY.—The State Board of Education shall develop and submit the prioritized list required by s. 1013.64(4). Projects considered for prioritization shall
be chosen from a preliminary selection group which shall include the list of projects maintained pursuant to paragraph (d) and the top two priorities of each Florida College System institution.

(c) A new construction, remodeling, or renovation project that has not received an appropriation in a previous year shall not be considered for inclusion on the prioritized list required by s. 1013.64(4), unless:

1. A plan is provided to reserve funds in an escrow account, specific to the project, into which shall be deposited each year an amount of funds equal to 0.5 percent of the total value of the building for future maintenance;

2. There exists sufficient capacity within the cash and bonding estimate of funds by the Revenue Estimating Conference to accommodate the project excess funds from the allocation provided pursuant to s. 1013.60 within the 3-year Public Education Capital Outlay funding cycle planning period which are not needed to complete the projects listed pursuant to paragraph (d); and

3. The project has been recommended pursuant to s. 1013.31.

Section 2. Subsections (2), (3), (5), (6), and (7) of section 1001.7065, Florida Statutes, are amended to read:

1001.7065 Preeminent state research universities program.—

(2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—The following academic and research excellence standards are established for the preeminent state research universities program and must be reported annually in the Board of Governors Accountability Plan:

(a) An average weighted grade point average of 4.0 or
higher on a 4.0 scale and an average SAT score of 1800 or higher on a 2400-point scale or 1200 or higher on a 1600-point scale for fall semester incoming freshmen, as reported annually.

(b) A top-50 ranking on at least two well-known and highly respected national public university rankings, including, but not limited to, the U.S. News and World Report rankings, reflecting national preeminence, using most recent rankings.

(c) A freshman retention rate of 90 percent or higher for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System (IPEDS).

(d) A 4-year graduation rate of 60 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS. However, for the 2018 determination of a state university’s preeminence designation and the related distribution of the 2018-2019 fiscal year appropriation associated with preeminence and emerging preeminence, a university is considered to have satisfied this graduation rate measure by attaining a 6-year graduation rate of 70 percent or higher by October 1, 2017, for full-time, first-time-in-college students, as reported to the IPEDS and confirmed by the Board of Governors.

(e) Six or more faculty members at the state university who are members of a national academy, as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

(f) Total annual research expenditures, including federal research expenditures, of $200 million or more, as reported annually by the National Science Foundation (NSF).
(g) Total annual research expenditures in diversified nonmedical sciences of $150 million or more, based on data reported annually by the NSF.

(h) A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study, as reported annually by the NSF.

(i) One hundred or more total patents awarded by the United States Patent and Trademark Office for the most recent 3-year period.

(j) Four hundred or more doctoral degrees awarded annually, including professional doctoral degrees awarded in medical and health care disciplines, as reported in the Board of Governors Annual Accountability Report.

(k) Two hundred or more postdoctoral appointees annually, as reported in the TARU annual report.

(l) An endowment of $500 million or more, as reported in the Board of Governors Annual Accountability Report.

(3) PREEMINENT STATE RESEARCH UNIVERSITY DESIGNATION.—
   (a) The Board of Governors shall designate each state university that annually meets at least 11 of the 12 academic and research excellence standards identified in subsection (2) as a “preeminent state research university.”

   (b) The Board of Governors shall designate each state university that annually meets at least 6 of the 12 academic and research excellence standards identified in subsection (2) as an “emerging preeminent state research university.”

(5) PREEMINENT STATE RESEARCH UNIVERSITIES PROGRAM SUPPORT.—
   (a) A state university that is designated as a preeminent
state research university shall submit to the Board of Governors a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval by the Board of Governors, and upon the university’s meeting the benchmark plan goals annually, the Board of Governors shall award the university its proportionate share of any funds provided annually to support the program created under this section.

(b) A state university designated as an emerging preeminent state research university shall submit to the Board of Governors a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval by the Board of Governors, and upon the university’s meeting the benchmark plan goals annually, the Board of Governors shall award the university its proportionate share of any funds provided annually to support the program created under this section.

(c) The award of funds under this subsection is contingent upon funding provided by the Legislature to support the preeminent state research universities program created under this section. Funding increases appropriated beyond the amounts funded in the previous fiscal year shall be distributed equally to as follows:

1. Each designated preeminent state research university that meets the criteria in paragraph (a) shall receive an equal amount of funding.

2. Each designated emerging preeminent state research university that meets the criteria in paragraph (b) shall, beginning in the 2018-2019 fiscal year, receive an amount of funding that is equal to one-fourth of the total increased amount awarded to each designated preeminent state research
university.

(6) PREEMINENT STATE RESEARCH UNIVERSITY FLEXIBILITY AUTHORITY.—The Board of Governors is encouraged to identify and grant all reasonable, feasible authority and flexibility to ensure that each designated preeminent state research university and each designated emerging preeminent state research university is free from unnecessary restrictions.

(7) STATE UNIVERSITIES PROGRAMS OF DISTINCTION EXCELLENCE THROUGHOUT THE STATE UNIVERSITY SYSTEM.—The Board of Governors shall establish standards and measures that may be used in identifying state universities that focus on one core competency unique to the State University System and that achieve excellence at the national or state level, meet state workforce needs, and foster an innovation economy that focuses on such areas as health care, security, transportation, and science, technology, engineering, and mathematics (STEM), including supply chain management. By each January 1, the Board of Governors may submit such programs whereby individual undergraduate, graduate, and professional degree programs in state universities which objectively reflect national excellence can be identified and make recommendations to the Legislature for funding by September 1, 2018, as to how any such programs could be enhanced and promoted.

Section 3. Subsection (4) of section 1004.085, Florida Statutes, is amended to read:

1004.085 Textbook and instructional materials affordability.—

(4) Each Florida College System institution and state university board of trustees is authorized to adopt policies in
consultation with providers, including bookstores, which allow
for the use of innovative pricing techniques and payment options
for textbooks and instructional materials. Such policies may
include bulk pricing arrangements that enable students to
purchase course materials or texts that are delivered digitally;
delivered through other technologies that are, or the licenses
of which are, required for use within a course; or delivered in
a print format. Innovative pricing techniques and payment
options must include an opt-in or opt-out provision for students
and may be approved only if there is documented evidence that
the options reduce the cost of textbooks and instructional
materials for students taking a course.

Section 4. Paragraph (c) of subsection (2) of section
1004.346, Florida Statutes, is amended to read:

1004.346 Florida Industrial and Phosphate Research
Institute.—

(2) PHOSPHATE RESEARCH AND ACTIVITIES BOARD.—The Phosphate
Research and Activities Board is created to monitor the
expenditure of funds appropriated to the university from the
Phosphate Research Trust Fund.

(c) Members of the board appointed by the Governor shall be
appointed to 3-year terms. A board member may continue to serve
until a successor is appointed, but not more than 180 days after
the expiration of his or her term. A board member is eligible
for reappointment to subsequent terms.

Section 5. Section 1009.50, Florida Statutes, is amended to
read:

1009.50 Florida Public Student Assistance Grant Program;
eligibility for grants.—
(1) There is hereby created a Florida Public Student Assistance Grant Program. The program shall be administered by the participating institutions in accordance with rules of the state board.

(2)(a) State student assistance grants through the program may be made only to degree-seeking students who enroll in at least 6 semester hours, or the equivalent per term, and who meet the general requirements for student eligibility as provided in s. 1009.40, except as otherwise provided in this section. The grants shall be awarded annually for the amount of demonstrated unmet need for the cost of education and may not exceed the maximum annual award an amount equal to the average prior academic year cost of tuition fees and other registration fees for 30 credit hours at state universities or such other amount as specified in the General Appropriations Act, to any recipient. A demonstrated unmet need of less than $200 shall render the applicant ineligible for a state student assistance grant. Recipients of the grants must have been accepted at a state university or Florida College System institution authorized by Florida law. If funds are available, a student who received an award in the fall or spring term may receive a summer term award. A student is eligible for the award for 110 percent of the number of credit hours required to complete the program in which enrolled, except as otherwise provided in s. 1009.40(3).

(b) A student applying for a Florida public student assistance grant shall be required to apply for the Pell Grant. The Pell Grant entitlement shall be considered when conducting an assessment of the financial resources available to each
student.

(c) Priority in the distribution of grant moneys shall be given to students with the lowest total family resources, in accordance with a nationally recognized system of need analysis. Using the system of need analysis, the department shall establish a maximum expected family contribution. An institution may not make a grant from this program to a student whose expected family contribution exceeds one and one-half times the maximum Pell Grant-eligible family contribution level established by the department. An institution may not impose additional criteria to determine a student’s eligibility to receive a grant award.

(d) Each participating institution shall report, to the department by the established date, the eligible students eligible for the program for to whom grant moneys are disbursed each academic term. Each institution shall also report to the department necessary demographic and eligibility data for such students.

(3) Based on the unmet financial need of an eligible applicant, the amount of a Florida public student assistance grant must be between $200 and the weighted average of the cost of tuition and other registration fees for 30 credit hours at state universities per academic year or the amount specified in the General Appropriations Act.

(4)(a) The funds appropriated for the Florida Public Student Assistance Grant shall be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula must consider at least the prior year’s distribution of funds, the number of full-time
eligible applicants who did not receive awards, the standardization of the expected family contribution, and provisions for unused funds. The formula must account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section and ss. 1009.505, 1009.51, and 1009.52.

(b) Payment of Florida public student assistance grants shall be transmitted to the president of the state university or Florida College System institution, or to his or her representative, in advance of the registration period. Institutions shall notify students of the amount of their awards.

(c) The eligibility status of each student to receive a disbursement shall be determined by each institution as of the end of its regular registration period, inclusive of a drop-add period. Institutions shall not be required to reevaluate a student’s eligibility status after this date for purposes of changing eligibility determinations previously made.

(d) Institutions shall certify to the department within 30 days after the end of regular registration each term the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 60 days after the end of regular registration each spring term any advances by June 1 of each year. An exception to the remittance deadline may be granted if the institution documents to the department how it plans to disburse awards to students for the subsequent summer term. An institution that uses funds for the summer term shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed
advances within 30 days after the end of the summer term.

(e) Each institution that receives moneys through the Florida Public Student Assistance Grant Program shall prepare a biennial report that includes a financial audit, conducted by the Auditor General, of the institution’s administration of the program and a complete accounting of moneys allocated to the institution for the program. Such report shall be submitted to the department by March 1 every other year. The department may conduct its own annual or biennial audit of an institution’s administration of the program and its allocated funds in lieu of the required biennial report and financial audit report. The department may suspend or revoke an institution’s eligibility to receive future moneys for the program or may request a refund of any moneys overpaid to the institution for the program if the department finds that an institution has not complied with this section. Any refund requested pursuant to this paragraph shall be remitted within 60 days after notification by the department.

(5) Funds appropriated by the Legislature for state student assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding the provisions of s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Public Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section.

(6) The State Board of Education shall establish rules necessary to implement this section.

Section 6. Present subsections (5) and (6) of section 1009.505, Florida Statutes, are redesignated as subsections (6)
and (7), respectively, a new subsection (5) is added to that section, and subsections (3) and (4) of that section are amended, to read:

1009.505 Florida Public Postsecondary Career Education Student Assistance Grant Program.—

(3)(a) Student assistance grants through the program may be made only to certificate-seeking students enrolled at least half-time in a public postsecondary career certificate program who meet the general requirements for student eligibility as provided in s. 1009.40, except as otherwise provided in this section. The grants shall be awarded annually to any recipient for the amount of demonstrated unmet need for the cost of education and may not exceed the average annual cost of tuition and registration fees or such other amount as specified in the General Appropriations Act. A demonstrated unmet need of less than $200 shall render the applicant ineligible for a grant under this section. Recipients of the grants must have been accepted at a Florida College System institution authorized by Florida law or a career center operated by a district school board under s. 1001.44. If funds are available, a student who received an award in the fall or spring term may receive a summer term award. A student is eligible for the award for 110 percent of the number of clock hours required to complete the program in which enrolled.

(b) A student applying for a Florida public postsecondary career education student assistance grant shall be required to apply for the Pell Grant. A Pell Grant entitlement shall be considered when conducting an assessment of the financial resources available to each student; however, a Pell Grant
entitlement shall not be required as a condition of receiving a
grant under this section.

(c) Each participating institution shall report, to the
department by the established date, the eligible students
eligible for the program for whom grant moneys are disbursed
each academic term. Each institution shall also report to the
department necessary demographic and eligibility data for such
students.

(4)(a) The funds appropriated for the Florida Public
Postsecondary Career Education Student Assistance Grant Program
shall be distributed to eligible Florida College System
institutions and district school boards in accordance with a
formula approved by the department. The formula must account for
changes in the number of eligible students across all student
assistance grant programs established pursuant to this section
and ss. 1009.50, 1009.51, and 1009.52.

(b) Payment of Florida public postsecondary career
education student assistance grants shall be transmitted to the
president of the Florida College System institution or to the
district school superintendent, or to the designee thereof, in
advance of the registration period. Institutions shall notify
students of the amount of their awards.

(c) The eligibility status of each student to receive a
disbursement shall be determined by each institution as of the
end of its regular registration period, inclusive of a drop-add
period. Institutions shall not be required to reevaluate a
student’s eligibility status after this date for purposes of
changing eligibility determinations previously made.

(d) Participating institutions shall certify to the

department within 30 days after the end of regular registration each term the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 60 days after the end of regular registration each spring term by June 1 of each year. An exception to the remittance deadline may be granted if the institution documents to the department how it plans to disburse awards to students for the subsequent summer term. An institution that uses funds for the summer term shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 30 days after the end of the summer term.

(e) Each institution that receives moneys through the Florida Public Postsecondary Career Education Student Assistance Grant Program shall prepare a biennial report that includes a financial audit, conducted by the Auditor General, of the institution’s administration of the program and a complete accounting of moneys allocated to the institution for the program. Such report shall be submitted to the department by March 1 every other year. The department may conduct its own annual or biennial audit of an institution’s administration of the program and its allocated funds in lieu of the required biennial report and financial audit report. The department may suspend or revoke an institution’s eligibility to receive future moneys for the program or may request a refund of any moneys overpaid to the institution if the department finds that an institution has not complied with this section. Any refund requested pursuant to this paragraph shall be remitted within 60 days after notification by the department.

(5) Funds appropriated by the Legislature for state student
assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding s. 216.301, and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Postsecondary Career Education Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section.

Section 7. Section 1009.51, Florida Statutes, is amended to read:

1009.51 Florida Private Student Assistance Grant Program; eligibility for grants.—

(1) There is created a Florida Private Student Assistance Grant Program. The program shall be administered by the participating institutions in accordance with rules of the State Board of Education.

(2)(a) Florida private student assistance grants from the State Student Financial Assistance Trust Fund may be made only to full-time degree-seeking students who meet the general requirements for student eligibility as provided in s. 1009.40, except as otherwise provided in this section. Such grants shall be awarded for the amount of demonstrated unmet need for tuition and fees and may not exceed the maximum annual award an amount equal to the average tuition and other registration fees for 30 credit hours at state universities plus $1,000 per academic year, or as specified in the General Appropriations Act, to any applicant. A demonstrated unmet need of less than $200 shall render the applicant ineligible for a Florida private student assistance grant. Recipients of such grants must have been accepted at a baccalaureate-degree-granting independent
nonprofit college or university, which is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and which is located in and chartered as a domestic corporation by the state. If funds are available, a student who received an award in the fall or spring term may receive a summer term award. No student may receive an award for more than the equivalent of 9 semesters or 14 quarters of full-time enrollment, except as otherwise provided in s. 1009.40(3).

(b) A student applying for a Florida private student assistance grant shall be required to apply for the Pell Grant. The Pell Grant entitlement shall be considered when conducting an assessment of the financial resources available to each student.

(c) Priority in the distribution of grant moneys shall be given to students with the lowest total family resources, in accordance with a nationally recognized system of need analysis. Using the system of need analysis, the department shall establish a maximum expected family contribution. An institution may not make a grant from this program to a student whose expected family contribution exceeds one and one-half times the maximum Pell Grant-eligible family contribution level established by the department. An institution may not impose additional criteria to determine a student’s eligibility to receive a grant award.

(d) Each participating institution shall report to the department by the established date the eligible students eligible for the program for to whom grant moneys are disbursed each academic term. Each institution shall also report to the department necessary demographic and eligibility data for such
students.

(3) Based on the unmet financial need of an eligible applicant, the amount of a Florida private student assistance grant must be between $200 and the average cost of tuition and other registration fees for 30 credit hours at state universities plus $1,000 per academic year or the amount specified in the General Appropriations Act.

(4)(a) The funds appropriated for the Florida Private Student Assistance Grant shall be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula must consider at least the prior year’s distribution of funds, the number of full-time eligible applicants who did not receive awards, the standardization of the expected family contribution, and provisions for unused funds. The formula must account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section and ss. 1009.50, 1009.505, and 1009.52.

(b) Payment of Florida private student assistance grants shall be transmitted to the president of the college or university, or to his or her representative, in advance of the registration period. Institutions shall notify students of the amount of their awards.

(c) The eligibility status of each student to receive a disbursement shall be determined by each institution as of the end of its regular registration period, inclusive of a drop-add period. Institutions shall not be required to reevaluate a student’s eligibility status after this date for purposes of changing eligibility determinations previously made.
(d) Institutions shall certify to the department within 30 days after the end of regular registration each term the amount of funds disbursed to each student and shall remit to the department any undispursed advances within 60 days after the end of regular registration each spring term by June 1 of each year. An exception to the remittance deadline may be granted if the institution documents to the department how it plans to disburse awards to students for the subsequent summer term. An institution that uses funds for the summer term shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 30 days after the end of the summer term.

(e) Each institution that receives moneys through the Florida Private Student Assistance Grant Program shall prepare a biennial report that includes a financial audit, conducted by an independent certified public accountant, of the institution’s administration of the program and a complete accounting of moneys in the State Student Financial Assistance Trust Fund allocated to the institution for the program. Such report shall be submitted to the department by March 1 every other year. The department may conduct its own annual or biennial audit of an institution’s administration of the program and its allocated funds in lieu of the required biennial report and financial audit report. The department may suspend or revoke an institution’s eligibility to receive future moneys from the trust fund for the program or request a refund of any moneys overpaid to the institution through the trust fund for the program if the department finds that an institution has not complied with the provisions of this section. Any refund
requested pursuant to this paragraph shall be remitted within 60
days after notification by the department.

(5) Funds appropriated by the Legislature for Florida
private student assistance grants may be deposited in the State
Student Financial Assistance Trust Fund. Notwithstanding the
provisions of s. 216.301 and pursuant to s. 216.351, any balance
in the trust fund at the end of any fiscal year which has been
allocated to the Florida Private Student Assistance Grant
Program shall remain therein and shall be available for carrying
out the purposes of this section and as otherwise provided by
law.

(6) The State Board of Education shall adopt rules
necessary to implement this section.

Section 8. Section 1009.52, Florida Statutes, is amended to
read:

1009.52 Florida Postsecondary Student Assistance Grant
Program; eligibility for grants.—

(1) There is created a Florida Postsecondary Student
Assistance Grant Program. The program shall be administered by
the participating institutions in accordance with rules of the
State Board of Education.

(2)(a) Florida postsecondary student assistance grants
through the State Student Financial Assistance Trust Fund may be
made only to full-time degree-seeking students who meet the
general requirements for student eligibility as provided in s.
1009.40, except as otherwise provided in this section. Such
grants shall be awarded for the amount of demonstrated unmet
need for tuition and fees and may not exceed the maximum annual
award an amount equal to the average prior academic year cost of
tuition and other registration fees for 30 credit hours at state universities plus $1,000 per academic year, or as specified in the General Appropriations Act, to any applicant. A demonstrated unmet need of less than $200 shall render the applicant ineligible for a Florida postsecondary student assistance grant. Recipients of such grants must have been accepted at a postsecondary institution that is located in this the state and that is:

1. A private nursing diploma school approved by the Florida Board of Nursing; or
2. A college or university licensed by the Commission for Independent Education, excluding those institutions the students of which are eligible to receive a Florida private student assistance grant pursuant to s. 1009.51.

If funds are available, a student who received an award in the fall or spring term may receive a summer term award. No student may receive an award for more than the equivalent of 9 semesters or 14 quarters of full-time enrollment, except as otherwise provided in s. 1009.40(3).

(b) A student applying for a Florida postsecondary student assistance grant shall be required to apply for the Pell Grant. The Pell Grant entitlement shall be considered when conducting an assessment of the financial resources available to each student.

(c) Priority in the distribution of grant moneys shall be given to students with the lowest total family resources, in accordance with a nationally recognized system of need analysis. Using the system of need analysis, the department shall
establish a maximum expected family contribution. An institution may not make a grant from this program to a student whose expected family contribution exceeds one and one-half times the maximum Pell Grant-eligible family contribution level established by the department. An institution may not impose additional criteria to determine a student’s eligibility to receive a grant award.

(d) Each participating institution shall report, to the department by the established date, the eligible students eligible for the program for whom grant moneys are disbursed each academic term. Each institution shall also report to the department necessary demographic and eligibility data for such students.

(3) Based on the unmet financial need of an eligible applicant, the amount of a Florida postsecondary student assistance grant must be between $200 and the average cost of tuition and other registration fees for 30 credit hours at state universities plus $1,000 per academic year or the amount specified in the General Appropriations Act.

(4) (a) The funds appropriated for the Florida Postsecondary Student Assistance Grant shall be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula must consider at least the prior year’s distribution of funds, the number of full-time eligible applicants who did not receive awards, the standardization of the expected family contribution, and provisions for unused funds. The formula must account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section.
and ss. 1009.50, 1009.505, and 1009.51.

(b) Payment of Florida postsecondary student assistance grants shall be transmitted to the president of the eligible institution, or to his or her representative, in advance of the registration period. Institutions shall notify students of the amount of their awards.

(c) The eligibility status of each student to receive a disbursement shall be determined by each institution as of the end of its regular registration period, inclusive of a drop-add period. Institutions shall not be required to reevaluate a student’s eligibility status after this date for purposes of changing eligibility determinations previously made.

(d) Institutions shall certify to the department within 30 days after the end of regular registration each term the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 60 days after the end of regular registration each spring term by June 1 of each year. An exception to the remittance deadline may be granted if the institution documents to the department how it plans to disburse awards to students for the subsequent summer term. An institution that uses funds for the summer term shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 30 days after the end of the summer term.

(e) Each institution that receives moneys through the Florida Postsecondary Student Assistance Grant Program shall prepare a biennial report that includes a financial audit, conducted by an independent certified public accountant, of the institution’s administration of the program and a complete...
accounting of moneys in the State Student Financial Assistance Trust Fund allocated to the institution for the program. Such report shall be submitted to the department by March 1 every other year. The department may conduct its own annual or biennial audit of an institution’s administration of the program and its allocated funds in lieu of the required biennial report and financial audit report. The department may suspend or revoke an institution’s eligibility to receive future moneys from the trust fund for the program or request a refund of any moneys overpaid to the institution through the trust fund for the program if the department finds that an institution has not complied with the provisions of this section. Any refund requested pursuant to this paragraph shall be remitted within 60 days after notification by the department.

(5) Any institution that was eligible to receive state student assistance grants on January 1, 1989, and that is not eligible to receive grants pursuant to s. 1009.51 is eligible to receive grants pursuant to this section.

(6) Funds appropriated by the Legislature for Florida postsecondary student assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding the provisions of s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Postsecondary Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section and as otherwise provided by law.

(7) The State Board of Education shall adopt rules necessary to implement this section.
Section 9. Subsections (2), (4), (5), and (6) of section 1009.893, Florida Statutes, are amended to read:

1009.893 Benacquisto Scholarship Program.—

(2) The Benacquisto Scholarship Program is created to reward a high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2014-2015 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution.

(4) In order to be eligible for an initial award under the scholarship program, a student must meet the requirements of paragraph (a) or paragraph (b).

(a) A student who is a resident of this state, as determined in s. 1009.40 and rules of the State Board of Education, must:

1. Earn a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105, s. 1003.4281, s. 1003.4282, or s. 1003.435 unless:
   a. The student completes a home education program according to s. 1002.41; or
   b. The student earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state;

2. Be accepted by and enroll in a Florida public or independent postsecondary educational institution that is regionally accredited; and

3. Be enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the
fall academic term following high school graduation.

(b) A student who initially enrolls in a baccalaureate degree program in the 2018-2019 academic year or later and who is not a resident of this state, as determined in s. 1009.40 and rules of the State Board of Education, must:

1. Physically reside in this state on or near the campus of the postsecondary educational institution in which the student is enrolled;

2. Earn a high school diploma from a school outside Florida which is comparable to a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105, s. 1003.4281, s. 1003.4282, or s. 1003.435 or must complete a home education program in another state; and

3. Be accepted by and enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the fall academic term following high school graduation.

(5)(a)1. An eligible student who meets the requirements of paragraph (4)(a), who is a National Merit Scholar or National Achievement Scholar, and who attends a Florida public postsecondary educational institution shall receive a scholarship award equal to the institutional cost of attendance minus the sum of the student’s Florida Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship.

2. An eligible student who meets the requirements of paragraph (4)(b), who is a National Merit Scholar, and who attends a Florida public postsecondary educational institution shall receive a scholarship award equal to the institutional
cost of attendance for a resident of this state minus the student’s National Merit Scholarship. Such student is exempt from the payment of out-of-state fees.

(b) An eligible student who is a National Merit Scholar or National Achievement Scholar and who attends a Florida independent postsecondary educational institution shall receive a scholarship award equal to the highest cost of attendance for a resident of this state enrolled at a Florida public university, as reported by the Board of Governors of the State University System, minus the sum of the student’s Florida Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship.

(6)(a) To be eligible for a renewal award, a student must be enrolled full time, earn all credits for which he or she was enrolled, and maintain a 3.0 or higher grade point average. An eligible Benacquisto Scholar who has fewer than 12 credits remaining to complete his or her first baccalaureate degree may receive funding for one term in order to complete the degree.

(b) A student’s renewal status is not affected by subsequent changes in the residency status of the student or the residency status of the student’s family.

(c) A student may receive the scholarship award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first.

(d) A student may receive an award for up to 5 years following high school graduation and may not receive the award for more than 10 semesters.

(e) A student who receives an award under this program and
fails to meet the renewal requirements due to a verifiable illness or other documented emergency may be granted an exception pursuant to s. 1009.40(1)(b)4.

Section 10. Section 1011.45, Florida Statutes, is amended to read:

1011.45 End of year balance of funds.—Unexpended amounts in any fund in a university current year operating budget shall be carried forward and included as the balance forward for that fund in the approved operating budget for the following year.

(1) Each university shall maintain a minimum carry forward balance of at least 7 percent of its state operating budget. If a university fails to maintain a 7 percent balance in state operating funds, the university shall submit a plan to the Board of Governors to attain the 7 percent balance of state operating funds within the next fiscal year.

(2) Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university’s board of trustees for review, approval, or, if necessary, amendment by September 30, 2020, and each September 30 thereafter. The Board of Governors shall review, approve, and amend, if necessary, each university’s carry forward spending plan by November 15, 2020, and each November 15 thereafter.

(3) A university’s carry forward spending plan shall include the estimated cost per planned expenditure and a timeline for completion of the expenditure. Authorized expenditures in a carry forward spending plan may include:
(a) Commitment of funds to a public education capital outlay project for which an appropriation has previously been provided that requires additional funds for completion and which is included in the list required by s. 1001.706(12)(d);

(b) Completion of a renovation, repair, or maintenance project that is consistent with the provisions of s. 1013.64(1), up to $5 million per project, and replacement of a minor facility that does not exceed 10,000 gross square feet in size up to $2 million;

(c) Completion of a remodeling or infrastructure project, including a project for a development research school, up to $10 million per project, if such project is survey recommended pursuant to s. 1013.31;

(d) Completion of a repair or replacement project necessary due to damage caused by a natural disaster for buildings included in the inventory required pursuant to s. 1013.31;

(e) Operating expenditures that support the university mission and that are nonrecurring; and

(f) Any purpose specified by the board or in the General Appropriations Act; and

(g) A commitment of funds to a contingency reserve to assist in addressing unforeseen circumstances that may arise, including natural disasters and other emergencies.

(4) Annually, by September 30, the chief financial officer of each university shall certify the unexpended amount of funds appropriated to the university from the General Revenue Fund, the Educational Enhancement Trust Fund, and the Education/General Student and Other Fees Trust Fund as of June 30 of the previous fiscal year.
(5) A university may spend the minimum carry forward balance of 7 percent if a demonstrated emergency exists and the plan is approved by the university’s board of trustees and the Board of Governors.

Section 11. Subsection (3) of section 1012.976, Florida Statutes, is amended to read:

1012.976 Remuneration of state university administrative employees; limitations.—
(3) EXCEPTIONS.—This section does not prohibit any party from providing cash or cash-equivalent compensation from funds that are not appropriated state funds to a state university administrative employee in excess of the limit in subsection (2). If a party is unable or unwilling to fulfill an obligation to provide cash or cash-equivalent compensation to a state university administrative employee as permitted under this subsection, appropriated state funds may not be used to fulfill such obligation. This section does not apply to university teaching faculty or medical school faculty or staff. The Board of Governors shall define in regulation the university faculty and administrative personnel classifications.

Section 12. Paragraph (b) of subsection (2), paragraph (b) of subsection (3), and subsection (4) of section 1013.841, Florida Statutes, are amended to read:

1013.841 End of year balance of Florida College System institution funds.—
(2)(b) Each Florida College System institution with a final FTE less than 15,000 for the prior year that retains a state operating fund carry forward balance in excess of the 5 percent minimum shall submit a spending plan for its excess carry
forward balance. The spending plan shall include all excess carry forward funds from state operating funds. The spending plan shall be submitted to the Florida College System institution’s board of trustees for approval by September 30, 2020, and each September 30 thereafter. The State Board of Education shall review and publish each Florida College System institution’s carry forward spending plan by November 15, 2020, and each November 15 thereafter. 

(3)(b) Each Florida College System institution with a final FTE of 15,000 or greater for the prior year that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall include all excess carry forward funds from state operating funds. The spending plan shall be submitted to the Florida College System institution’s board of trustees for approval by September 30, 2020, and each September 30 thereafter. The State Board of Education shall review and publish each Florida College System institution’s carry forward spending plan by November 15, 2020, and each November 15 thereafter. 

(4) A Florida College System institution identified in paragraph (3)(a) must include in its carry forward spending plan the estimated cost per planned expenditure and a timeline for completion of the expenditure. Authorized expenditures in a carry forward spending plan may include:

(a) Commitment of funds to a public education capital outlay project for which an appropriation was previously provided, which requires additional funds for completion, and which is included in the list required by s. 1001.03(18)(d);
(b) Completion of a renovation, repair, or maintenance project that is consistent with the provisions of s. 1013.64(1), up to $5 million per project;

(c) Completion of a remodeling or infrastructure project, up to $10 million per project, if such project is survey recommended pursuant to s. 1013.31;

(d) Completion of a repair or replacement project necessary due to damage caused by a natural disaster for buildings included in the inventory required pursuant to s. 1013.31;

(e) Operating expenditures that support the Florida College System institution’s mission which are nonrecurring; and

(f) Any purpose approved by the state board or specified in the General Appropriations Act; and

(g) A commitment of funds to a contingency reserve to assist in addressing unforeseen circumstances that may arise, including natural disasters and other emergencies.

Section 13. This act shall take effect July 1, 2020.

And the title is amended as follows:

Delete everything before the enacting clause and insert:

A bill to be entitled An act relating to postsecondary education; amending s. 1001.03, F.S.; clarifying requirements for new construction, remodeling, or renovation projects; amending s. 1001.7065, F.S.; requiring that certain academic and research excellence standards be reported annually in the accountability plan prepared by the
Board of Governors; revising the academic and research excellence standards established for the preeminent state research universities program; removing references to the emerging preeminence designation; establishing criteria for identifying state universities of distinction, rather than programs of excellence, throughout the State University System; authorizing the Board of Governors to annually submit, by a specified date, the programs for funding by the Legislature; amending s. 1004.085, F.S.; requiring certain innovative pricing techniques and payment options to contain an opt-out provision for students; amending s. 1004.346, F.S.; deleting a provision related to terms of Phosphate Research and Activities Board members; amending s. 1009.50, F.S.; revising a provision relating to the maximum annual grant amount; providing that students who receive a grant award in the fall or spring term may also receive an award in the summer term, subject to availability of funds; prohibiting institutions from dispensing grants to students whose expected family contribution exceeds a certain amount; requiring that the formula used to distribute funds for the program account for changes in the number of eligible students across all student assistance grant programs; requiring institutions to certify the amount of funds disbursed within a certain timeframe; requiring institutions to remit any undisbursed advances within a specified timeframe; providing an exception; requiring institutions that
receive moneys through the program to submit to the
department by a specified date a biennial report that
includes a financial audit conducted by the Auditor
General; authorizing the department to conduct its own
annual or biennial audit under certain circumstances;
authorizing the department to suspend or revoke an
institution’s eligibility or request a refund of
moneys overpaid to the institution under certain
circumstances; providing a timeframe for such refunds;
amending s. 1009.505, F.S.; requiring that grant
awards administered through the Florida Public
Postsecondary Career Education Student Assistance
Grant Program not exceed a certain amount; providing
that students who receive a grant award in the fall or
spring term may also receive an award in the summer
term, subject to the availability of funds; requiring
the formula used to distribute funds for the program
to account for changes in the number of eligible
students across all student assistance grant programs;
requiring institutions to certify within a certain
timeframe the amount of funds disbursed; requiring
institutions to remit within a specified timeframe any
undisbursed advances; providing an exception;
requiring institutions that receive moneys through the
program to submit to the department by a specified
date a biennial report that includes a financial audit
conducted by the Auditor General; authorizing the
department to conduct its own annual or biennial audit
under certain circumstances; authorizing the
department to suspend or revoke an institution’s eligibility or to request a refund of moneys overpaid to the institution under certain circumstances; authorizing funds appropriated for state student assistance grants to be deposited in a specified trust fund; requiring that any balance in the trust fund at the end of a fiscal year which has been allocated to the Florida Public Postsecondary Career Education Student Assistance Grant Program remain therein, subject to certain statutory exceptions; amending s. 1009.51, F.S.; requiring that grant awards administered through the Florida Private Student Assistance Grant Program not exceed the maximum annual award amount specified in the General Appropriations Act; providing that students who receive an award in the fall or spring term may also receive an award in the summer term, subject to the availability of funds; prohibiting institutions from dispensing grants to students whose expected family contribution exceeds a certain amount; requiring that the formula used to distribute funds for the program account for changes in the number of eligible students across all student assistance grant programs; requiring institutions to certify within a certain timeframe the amount of funds disbursed; requiring institutions to remit within a specified timeframe any undisbursed advances; providing an exception; revising a requirement for a biennial report; amending s. 1009.52, F.S.; requiring that grants administered through the Florida
Postsecondary Student Assistance Grant Program not exceed a certain annual award amount; providing that students who receive a grant award in the fall or spring term may also receive an award in the summer term, subject to the availability of funds; prohibiting institutions from dispensing grants to students whose expected family contribution exceeds a certain amount; requiring that the formula used to distribute funds for the program account for changes in the number of eligible students across all student assistance grant programs; requiring institutions to certify within a certain timeframe the amount of funds disbursed; requiring institutions to remit within a specified timeframe any undisbursed advances; providing an exception; revising a requirement for a biennial report; amending s. 1009.893, F.S.; specifying eligibility for initial awards under the Benacquisto Scholarship Program; revising requirements for a student to receive a renewal award; providing a timeframe within which students can receive an award; providing an exception to renewal requirements; amending s. 1011.45, F.S.; revising the date by which a spending plan must be submitted to a university’s board of trustees for approval; revising the date by which the Board of Governors must review and approve such spending plan; authorizing certain expenditures in a carry forward spending plan to include a commitment of funds to a contingency reserve for certain purposes; amending s. 1012.976, F.S.;
requiring the Board of Governors to adopt regulations defining university faculty and administrative personnel classifications; amending s. 1013.841, F.S.; revising the dates by which a spending plan must be submitted to a Florida College System institution’s board of trustees for approval; revising the dates by which the State Board of Education shall review and publish such plans; authorizing certain expenditures in a carry forward spending plan to include a commitment of funds to a contingency reserve for certain purposes; providing an effective date.
Appropriations Subcommittee on Education (Stargel) recommended the following:

Senate Amendment to Amendment (828070) (with directory and title amendments)

Delete lines 86 - 133 and insert:

(5) PREEMINENT STATE RESEARCH UNIVERSITIES PROGRAM SUPPORT.—

(a) A state university that is designated as a preeminent state research university shall submit to the Board of Governors a 5-year benchmark plan with target rankings on key performance
metrics for national excellence. Upon approval by the Board of Governors, and upon the university’s meeting the benchmark plan goals annually, the Board of Governors shall award the university its proportionate share of any funds provided annually to support the program created under this section.

(b) A state university designated as an emerging preeminent state research university shall submit for approval to the Board of Governors a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval by the Board of Governors, and upon the university’s meeting the benchmark plan goals annually, the Board of Governors shall award the university its proportionate share of any funds provided annually to support the program created under this section.

(c) The award of funds under this subsection is contingent upon funding provided by the Legislature to support the preeminent state research universities program created under this section. Funding increases appropriated beyond the amounts funded in the previous fiscal year shall be distributed as determined annually by the Legislature to as follows:

1. Each designated preeminent state research university that meets the criteria in paragraph (a) shall receive an equal amount of funding.

2. Each designated emerging preeminent state research university that meets the criteria in paragraph (b) shall, beginning in the 2018-2019 fiscal year, receive an amount of funding that is equal to one-fourth of the total increased amount awarded to each designated preeminent state research university.
And the directory clause is amended as follows:

Delete lines 31 - 32

and insert:

Section 2. Subsections (2), (5), and (7) of section 1001.7065, Florida Statutes, are amended to read:

And the title is amended as follows:

Delete lines 883 - 884

and insert:

state research universities program;
A bill to be entitled

An act relating to postsecondary education; amending
s. 1001.03, F.S.; clarifying requirements for new
construction, remodeling, or renovation projects;
amending s. 1001.7065, F.S.; establishing state
universities of distinction throughout the State
University System; amending s. 1004.085, F.S.;
requiring certain innovative pricing techniques and
payment options to contain an opt-out provision;
amending s. 1009.50, F.S.; requiring that grant awards
administered through the Florida Public Student
Assistance Grant Program not exceed a certain amount;
providing that students who receive a grant award in
the fall or spring term may also receive an award in
the summer term, subject to availability of funds;
requiring the formula used to
distribute funds for the program to account for
changes in the number of eligible students across all
student assistance grant programs; requiring
institutions to certify within a certain timeframe the
amount of funds disbursed; requiring institutions to
remit within a specified timeframe any undisbursed
advances; providing an exception; requiring
institutions that receive moneys through the program
to submit to the department by a specified date a
biennial report that includes a financial audit
conducted by the Auditor General; authorizing the
department to conduct its own annual or biennial audit
under certain circumstances; authorizing the
department to suspend or revoke an institution’s
eligibility or request a refund of moneys overpaid to
such institution under certain circumstances;
providing a timeframe for such refunds; amending s.
1009.505, F.S.; requiring that grant awards
administered through the Florida Public Postsecondary
Career Education Student Assistance Grant Program not
exceed a certain amount; providing that students who
receive a grant award in the fall or spring term may
also receive an award in the summer term, subject to
the availability of funds; requiring the formula used
to distribute funds for the program to account for
changes in the number of eligible students across all
student assistance grant programs; requiring
institutions to certify within a certain timeframe the
amount of funds disbursed; requiring institutions to
remit within a specified timeframe any undisbursed
advances; providing an exception; requiring
institutions that receive moneys through the program
to submit to the department by a specified date a
biennial report that includes a financial audit
conducted by the Auditor General; authorizing the
department to conduct its own annual or biennial audit
under certain circumstances; authorizing the
department to suspend or revoke an institution’s
eligibility or request a refund of moneys overpaid
to such institution under certain circumstances;
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authorizing funds appropriated for state student assistance grants to be deposited in a specified trust fund; requiring that any balance in the trust fund at the end of a fiscal year which has been allocated to the Florida Public Postsecondary Career Education Student Assistance Grant Program remain therein, subject to certain statutory exceptions; amending s. 1009.51, F.S.; requiring that grant awards administered through the Florida Private Student Assistance Grant Program not exceed a certain amount; providing that students who receive an award in the fall or spring term may also receive an award in the summer term, subject to the availability of funds; prohibiting institutions from dispensing grants to students whose expected family contribution exceeds a certain amount; requiring the formula used to distribute funds for the program to account for changes in the number of eligible students across all student assistance grant programs; requiring institutions to certify within a certain timeframe the amount of funds disbursed; requiring institutions to remit within a specified timeframe any undisbursed advances; providing an exception; revising a requirement for a biennial report; amending s. 1009.893, F.S.; specifying eligibility for initial awards under the Benacquisto Scholarship Program; revising requirements for a student to receive a renewal award; providing a timeframe within which students can receive an award; providing an exception to renewal requirements; amending s. 1011.45, F.S.; revising the date by which a spending plan must be submitted to a university’s board of trustees for approval; revising the date by which the Board of Governors must review and approve such spending plan; authorizing certain expenditures in a carry forward spending plan to include a commitment of funds to a contingency reserve for certain purposes; amending s. 1013.841, F.S.; revising the dates by which a spending plan must be submitted to a Florida College System institution’s board of trustees for approval; revising the dates by which the Board of Education shall review

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CODING: Words stricken are deletions; words underlined are additions.
Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (c) of subsection (18) of section 1001.03, Florida Statutes, is amended to read:

(18) PUBLIC EDUCATION CAPITAL OUTLAY.—The State Board of Education shall develop and submit the prioritized list required by s. 1013.64(4). Projects considered for prioritization shall be chosen from a preliminary selection group which shall include the list of projects maintained pursuant to paragraph (d) and the top two priorities of each Florida College System institution.

(c) A new construction, remodeling, or renovation project that has not received an appropriation in a previous year shall not be considered for inclusion on the prioritized list required by s. 1013.64(4), unless:

1. A plan is provided to reserve funds in an escrow account, specific to the project, into which shall be deposited each year an amount of funds equal to 0.5 percent of the total value of the building for future maintenance;

2. There exists sufficient capacity within the cash and bonding estimate of funds by the Revenue Estimating Conference to accommodate the project excess funds from the allocation provided pursuant to s. 1013.60 within the 3-year Public Education Capital Outlay funding cycle planning period which are not needed to complete the projects listed pursuant to paragraph (d); and

3. The project has been recommended pursuant to s. 1013.31.

Section 2. Subsection (7) of section 1001.7065, Florida Statutes, is amended to read:

1001.7065 Preeminent state research universities program.—

(7) STATE UNIVERSITIES PROGRAMS OF DISTINCTION EXCELLENCE THROUGHOUT THE STATE UNIVERSITY SYSTEM.—The Board of Governors shall establish standards and measures whereby state universities that focus on one core competency unique to the State University System which achieve excellence at the national or state level, meet state workforce needs, and foster an innovation economy that focuses on areas such as health care, security, transportation, and science, technology, engineering, and mathematics (STEM), including supply chain management, individual undergraduate, graduate, and professional degree programs in state universities which objectively reflect national excellence can be identified. The Board of Governors may annually submit such programs and recommendations to the Legislature by January 1 for funding, 2018, as to how any such programs could be enhanced and promoted.
Section 3. Subsection (4) of section 1004.085, Florida Statutes, is amended to read:

1004.085 Textbook and instructional materials affordability.–
(4) Each Florida College System institution and state university board of trustees is authorized to adopt policies in consultation with providers, including bookstores, which allow for the use of innovative pricing techniques and payment options for textbooks and instructional materials. Such policies may include bulk pricing arrangements that enable students to purchase course materials or texts that are delivered digitally; delivered through other technologies that are, or the licenses of which are, required for use within a course; or delivered in a print format. Innovative pricing techniques and payment options must include an opt-in or opt-out provision for students and may be approved only if there is documented evidence that the options reduce the cost of textbooks and instructional materials for students taking a course.

Section 4. Section 1009.50, Florida Statutes, is amended to read:

1009.50 Florida Public Student Assistance Grant Program; eligibility for grants.–
(1) There is hereby created a Florida Public Student Assistance Grant Program. The program shall be administered by the participating institutions in accordance with rules of the state board.

(2) (a) State student assistance grants through the program may be made only to degree-seeking students who enroll in at least 6 semester hours, or the equivalent per term, and who meet the general requirements for student eligibility as provided in s. 1009.40, except as otherwise provided in this section. The grants shall be awarded annually for the amount of demonstrated unmet need for the cost of education and may not exceed the maximum annual award, an amount equal to the average prior academic year cost of tuition fees and other registration fees for 30 credit hours at state universities or such other amount as specified in the General Appropriations Act, to any recipient. A demonstrated unmet need of less than $200 shall render the applicant ineligible for a state student assistance grant. Recipients of the grants must have been accepted at a state university or Florida College System institution authorized by Florida law. If funds are available, a student who received an award in the fall or spring term may receive a summer award. A student is eligible for the award for 110 percent of the number of credit hours required to complete the program in which enrolled, except as otherwise provided in s. 1009.40(3).

(b) A student applying for a Florida public student assistance grant shall be required to apply for the Pell Grant. The Pell Grant entitlement shall be considered when conducting an assessment of the financial resources available to each student.

(c) Priority in the distribution of grant moneys shall be given to students with the lowest total family resources, in accordance with a nationally recognized system of need analysis. Using the system of need analysis, the department shall establish a maximum expected family contribution. An institution may not make a grant from this program to a student whose...
expected family contribution exceeds one and one-half times the
maximum Pell Grant-eligible family contribution level
established by the department. An institution may not impose
additional criteria to determine a student’s eligibility to
receive a grant award.

(d) Each participating institution shall report, to the
department by the established date, the eligible students
eligible for the program for whom grant moneys are disbursed
each academic term. Each institution shall also report to the
department necessary demographic and eligibility data for such
students.

(3) Based on the unmet financial need of an eligible
applicant, the amount of a Florida public student assistance
grant must be between $200 and the weighted average of the cost
of tuition and other registration fees for 30 credit hours at
state universities per academic year or the amount specified in
the General Appropriations Act.

(4)(a) The funds appropriated for the Florida Public
Student Assistance Grant shall be distributed to eligible
institutions in accordance with a formula approved by the State
Board of Education. The formula shall consider at least the
prior year’s distribution of funds, the number of full-time
eligible applicants who did not receive awards, the
standardization of the expected family contribution, and
provisions for unused funds. The formula shall account for
changes in the number of eligible students across all student
assistance grant programs established pursuant to this section
and ss. 1009.505, 1009.51, and 1009.52.

(b) Payment of Florida public student assistance grants

shall be transmitted to the president of the state university or
Florida College System institution, or to his or her
representative, in advance of the registration period.

Institutions shall notify students of the amount of their
awards.

(c) The eligibility status of each student to receive a
disbursement shall be determined by each institution as of the
end of its regular registration period, inclusive of a drop-add
period. Institutions shall not be required to reevaluate a
student’s eligibility status after this date for purposes of
changing eligibility determinations previously made.

(d) Institutions shall certify to the department within 30
days after the end of regular registration each term the amount
of funds disbursed to each student and shall remit to the
department any undisbursed advances within 60 days after the end
of regular registration each spring term any advances by June 1
of each year. An exception to the remittance deadline may be
granted if the institution documents to the department how it
plans to disburse awards to students for the subsequent summer
term. An institution that uses funds for the summer term shall
certify to the department the amount of funds disbursed to each
student and shall remit to the department any undisbursed
advances within 30 days after the end of the summer term.

(e) Each institution that receives moneys through the
Florida Public Student Assistance Grant Program shall prepare a
biennial report that includes a financial audit conducted by the
Auditor General of the institution’s administration of the
program and a complete accounting of moneys allocated to the
institution for the program. Such report shall be submitted to
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CODING: Words **deletions**; words _underlined_ are additions.
(4) (a) The funds appropriated for the Florida Public Postsecondary Career Education Student Assistance Grant Program shall be distributed to eligible Florida College System institutions and district school boards in accordance with a formula approved by the department. The formula shall account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section and ss. 1009.50, 1009.51, and 1009.52.

(b) Payment of Florida public postsecondary education student assistance grants shall be transmitted to the president of the Florida College System institution or to the district school superintendent, or to the designee thereof, in advance of the registration period. Institutions shall notify students of the amount of their awards.

(c) The eligibility status of each student to receive a disbursement shall be determined by each institution as of the end of its regular registration period, inclusive of a drop-add period. Institutions shall not be required to reevaluate a student’s eligibility status after this date for purposes of changing eligibility determinations previously made.

(d) Participating institutions shall certify to the department within 30 days after the end of regular registration each term the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 60 days after the end of regular registration each spring term by June 1 of each year. An exception to the remittance deadline may be granted if the institution documents to the department how it plans to disburse awards to students for the subsequent summer term. An institution that uses funds for the summer term shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 30 days after the end of the summer term.

(e) Each institution that receives moneys through the Florida Public Postsecondary Career Education Student Assistance Grant Program shall prepare a biennial report that includes a financial audit, conducted by the Auditor General, of the institution’s administration of the program and a complete accounting of moneys allocated to the institution for the program. Such report shall be submitted to the department by March 1 every other year. The department may conduct its own annual or biennial audit of an institution’s administration of the program and its allocated funds in lieu of the required biennial report and financial audit report. The department may suspend or revoke an institution’s eligibility to receive future moneys for the program or request a refund of any moneys overpaid to the institution if the department finds that an institution has not complied with this section. Any refund requested pursuant to this paragraph shall be remitted within 60 days after notification by the department.

(5) Funds appropriated by the Legislature for state student assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding s. 216.301, and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Public Postsecondary Career Education Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section.
Section 6. Section 1009.51, Florida Statutes, is amended to read:

1009.51 Florida Private Student Assistance Grant Program;

(1) There is created a Florida Private Student Assistance
Grant Program. The program shall be administered by the
participating institutions in accordance with rules of the State
Board of Education.

(2)(a) Florida private student assistance grants from the
State Student Financial Assistance Trust Fund may be made only
(to full-time degree-seeking students who meet the general
requirements for student eligibility as provided in s. 1009.40,
except as otherwise provided in this section. Such grants shall
be awarded for the amount of demonstrated unmet need for tuition
and fees and may not exceed the maximum annual award of an amount
equal to the average tuition and other registration fees for 30
credit hours at state universities plus $1,000 per academic
year, or as specified in the General Appropriations Act. To any
applicant. A demonstrated unmet need of less than $200 shall
render the applicant ineligible for a Florida private student
assistance grant. Recipients of such grants must have been
accepted at a baccalaureate-degree-granting independent
nonprofit college or university, which is accredited by the
Commission on Colleges of the Southern Association of Colleges
and Schools and which is located in and chartered as a domestic
corporation by the state. If funds are available, a student who
received an award in the fall or spring term may receive a
summer award. No student may receive an award for more than the
equivalent of 9 semesters or 14 quarters of full-time

(b) A student applying for a Florida private student
assistance grant shall be required to apply for the Pell Grant.
The Pell Grant entitlement shall be considered when conducting
an assessment of the financial resources available to each
student.

(c) Priority in the distribution of grant moneys shall be
given to students with the lowest total family resources, in
accordance with a nationally recognized system of need analysis.
Using the system of need analysis, the department shall
establish a maximum expected family contribution. An institution
may not make a grant from this program to a student whose
expected family contribution exceeds one and one-half times the
maximum Pell Grant-eligible family contribution level
established by the department. An institution may not impose
additional criteria to determine a student’s eligibility to
receive a grant award.

(d) Each participating institution shall report, to the
department by the established date, the eligible students
eligible for the program for whom grant moneys are disbursed
each academic term. Each institution shall also report to the
department necessary demographic and eligibility data for such
students.

(3) Based on the unmet financial need of an eligible
applicant, the amount of a Florida private student assistance
grant must be between $200 and the average cost of tuition and
other registration fees for 30 credit hours at state
universities plus $1,000 per academic year or the amount
specified in the General Appropriations Act.
(4)(a) The funds appropriated for the Florida Private Student Assistance Grant shall be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula shall consider at least the prior year’s distribution of funds, the number of full-time eligible applicants who did not receive awards, the standardization of the expected family contribution, and provisions for unused funds. The formula shall account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section and ss. 1009.50, 1009.505, and 1009.52.

(b) Payment of Florida private student assistance grants shall be transmitted to the president of the college or university, or to his or her representative, in advance of the registration period. Institutions shall notify students of the amount of their awards.

(c) The eligibility status of each student to receive a disbursement shall be determined by each institution as of the end of its regular registration period, inclusive of a drop-add period. Institutions shall not be required to reevaluate a student’s eligibility status after this date for purposes of changing eligibility determinations previously made.

(d) Institutions shall certify to the department within 30 days after the end of regular registration each term the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 60 days after the end of regular registration each spring term by June 1 of each year. An exception to the remittance deadline may be granted if the institution documents to the department how it plans to disburse funds in lieu of the required biennial report and financial audit report. The department may suspend or revoke an institution’s eligibility to receive future moneys from the trust fund for the program or request a refund of any moneys overpaid to the institution through the trust fund for the program if the department finds that an institution has not complied with the provisions of this section. Any refund requested pursuant to this paragraph shall be remitted within 60 days after notification by the department.

(5) Funds appropriated by the Legislature for Florida private student assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding the provisions of s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been available for expenditure from such fund for student assistance grants may be transferred to the State Student Financial Assistance Trust Fund established pursuant to s. 216.351.
allocated to the Florida Private Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section and as otherwise provided by law.

(6) The State Board of Education shall adopt rules necessary to implement this section.

Section 7. Section 1009.52, Florida Statutes, is amended to read:

1009.52 Florida Postsecondary Student Assistance Grant Program; eligibility for grants.—

(1) There is created a Florida Postsecondary Student Assistance Grant Program. The program shall be administered by the participating institutions in accordance with rules of the State Board of Education.

(2) (a) Florida postsecondary student assistance grants through the State Student Financial Assistance Trust Fund may be made only to full-time degree-seeking students who meet the general requirements for student eligibility as provided in s. 1009.40, except as otherwise provided in this section. Such grants shall be awarded for the amount of demonstrated unmet need for tuition and fees and may not exceed the maximum annual award equal to the average prior academic year cost of tuition and other registration fees for 30 credit hours at state universities plus $1,000 per academic year, or as specified in the General Appropriations Act, to any applicant. A demonstrated unmet need of less than $200 shall render the applicant ineligible for a Florida postsecondary student assistance grant. Recipients of such grants must have been accepted at a postsecondary institution that is located in this state and

If funds are available, a student who received an award in the fall or spring term may receive a summer award. No student may receive an award for more than the equivalent of 9 semesters or 14 quarters of full-time enrollment, except as otherwise provided in s. 1009.40(3).

(b) A student applying for a Florida postsecondary student assistance grant shall be required to apply for the Pell Grant. The Pell Grant entitlement shall be considered when conducting an assessment of the financial resources available to each student.

(c) Priority in the distribution of grant moneys shall be given to students with the lowest total family resources, in accordance with a nationally recognized system of need analysis. Using the system of need analysis, the department shall establish a maximum expected family contribution. An institution may not make a grant from this program to a student whose expected family contribution exceeds one and one-half times the maximum Pell Grant-eligible family contribution established by the department. An institution may not impose additional criteria to determine a student’s eligibility to receive a grant award.
(d) Each participating institution shall report to the department by the established date the eligible students eligible for the program for to whom grant moneys are disbursed each academic term. Each institution shall also report to the department necessary demographic and eligibility data for such students.

(3) Based on the unmet financial need of an eligible applicant, the amount of a Florida postsecondary student assistance grant must be between $200 and the average cost of tuition and other registration fees for 30 credit hours at state universities plus $1,000 per academic year or the amount specified in the General Appropriations Act.

(4)(a) The funds appropriated for the Florida Postsecondary Student Assistance Grant shall be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula shall consider at least the prior year’s distribution of funds, the number of full-time eligible applicants who did not receive awards, the standardization of the expected family contribution, and provisions for unused funds. The formula shall account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section and ss. 1009.50, 1009.505, and 1009.51.

(b) Payment of Florida postsecondary student assistance grants shall be transmitted to the president of the eligible institution, or to his or her representative, in advance of the registration period. Institutions shall notify students of the amount of their awards.

(c) The eligibility status of each student to receive a disbursement shall be determined by each institution as of the end of its regular registration period, inclusive of a drop-add period. Institutions shall not be required to reevaluate a student’s eligibility status after this date for purposes of changing eligibility determinations previously made.

(d) Institutions shall certify to the department within 30 days after the end of regular registration each term the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 60 days after the end of regular registration each spring term by June 1 of each year. An exception to the remittance deadline may be granted if the institution documents to the department how it plans to disburse awards to students for the subsequent summer term. An institution that uses funds for the summer term shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 30 days after the end of the summer term.

(e) Each institution that receives moneys through the Florida Postsecondary Student Assistance Grant Program shall prepare a biennial report that includes a financial audit, conducted by an independent certified public accountant, of the institution’s administration of the program and a complete accounting of moneys in the State Student Financial Assistance Trust Fund allocated to the institution for the program. Such report shall be submitted to the department by March 1 every other year. The department may conduct its own annual or biennial audit of an institution’s administration of the program and its allocated funds in lieu of the required biennial report and financial audit report. The department may suspend or revoke...
an institution’s eligibility to receive future moneys from the trust fund for the program or request a refund of any moneys overpaid to the institution through the trust fund for the program if the department finds that an institution has not complied with the provisions of this section. Any refund requested pursuant to this paragraph shall be remitted within 60 days after notification by the department.

(5) Any institution that was eligible to receive state student assistance grants on January 1, 1989, and that is not eligible to receive grants pursuant to s. 1009.51 is eligible to receive grants pursuant to this section.

(6) Funds appropriated by the Legislature for Florida postsecondary student assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding the provisions of s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Postsecondary Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section and as otherwise provided by law.

(7) The State Board of Education shall adopt rules necessary to implement this section.

Section 8. Subsections (2), (4), (5), and (6) of section 1009.893, Florida Statutes, are amended to read:

1009.893 Benacquisto Scholarship Program.—

(2) The Benacquisto Scholarship Program is created to reward a high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2014-2015 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution.

(4) In order to be eligible for an initial award under the scholarship program, a student must meet the requirements of paragraph (a) or paragraph (b).

(a) A student who is a resident of this state, as determined in s. 1009.40 and rules of the State Board of Education, must:

1. Earn a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105, s. 1003.4281, s. 1003.4282, or s. 1003.435 unless:
   a. The student completes a home education program according to s. 1002.41; or
   b. The student earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state;

2. Be accepted by and enroll in a Florida public or independent postsecondary educational institution that is regionally accredited; and

3. Be enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the fall academic term following high school graduation.

(b) A student who initially enrolls in a baccalaureate degree program in the 2018-2019 academic year or later and who is not a resident of this state, as determined in s. 1009.40 and rules of the State Board of Education, must:

1. Physically reside in this state on or near the campus of the postsecondary educational institution in which the student
2. Earn a high school diploma from a school outside Florida which is comparable to a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105, s. 1003.4281, s. 1003.4282, or s. 1003.435 or must complete a home education program in another state; and

3. Be accepted by and enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the fall academic term following high school graduation.

(5)(a)1. An eligible student who meets the requirements of paragraph (4)(e), who is a National Merit Scholar or National Achievement Scholar, and who attends a Florida public or independent postsecondary educational institution shall receive a scholarship award equal to the institutional cost of attendance minus the sum of the student’s Florida Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship.

2. An eligible student who meets the requirements of paragraph (4)(b), who is a National Merit Scholar, and who attends a Florida public postsecondary educational institution shall receive a scholarship award equal to the institutional cost of attendance for a resident of this state minus the student’s National Merit Scholarship. Such student is exempt from the payment of out-of-state fees.

(b) An eligible student who is a National Merit Scholar or National Achievement Scholar and who attends a Florida independent postsecondary educational institution shall receive a scholarship award equal to the highest cost of attendance for a student's National Merit Scholarship.

A student may receive the scholarship award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first.

(d) A student may receive an award for up to 5 years following high school graduation and may not receive the award for more than 10 semesters.

(e) A student who receives an award under this program and fails to meet the renewal requirements due to a verifiable illness or other documented emergency may be granted an exception pursuant to s. 1009.40(1)(b)4.

Section 9. Section 1011.45, Florida Statutes, is amended to read:

1011.45 End of year balance of funds.—Unexpended amounts in any fund in a university current year operating budget shall be...
carried forward and included as the balance forward for that
fund in the approved operating budget for the following year.
(1) Each university shall maintain a minimum carry forward
balance of at least 7 percent of its state operating budget. If
a university fails to maintain a 7 percent balance in state
operating funds, the university shall submit a plan to the Board
of Governors to attain the 7 percent balance of state operating
funds within the next fiscal year.
(2) Each university that retains a state operating fund
carry forward balance in excess of the 7 percent minimum shall
submit a spending plan for its excess carry forward balance. The
spending plan shall be submitted to the university’s board of
trustees for review, approval, or, if necessary, amendment by
September 30, 2020, and each September 30 thereafter. The
Board of Governors shall review, approve, and amend, if
necessary, each university’s carry forward spending plan by
November 15, 2020, and each November 15 thereafter.
(3) A university’s carry forward spending plan shall
include the estimated cost per planned expenditure and a
timeline for completion of the expenditure. Authorized
expenditures in a carry forward spending plan may include:
(a) Commitment of funds to a public education capital
outlay project for which an appropriation has previously been
provided that requires additional funds for completion and which
is included in the list required by s. 1001.706(12)(d);
(b) Completion of a renovation, repair, or maintenance
project that is consistent with the provisions of s. 1013.64(1),
up to $5 million per project, and replacement of a minor

CODING: Words **stricken** are deletions; words *underlined* are additions.
If a Florida College System institution fails to maintain a 7 percent balance in state operating funds, the
minimum carry forward balance of at least 7 percent of its state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall include all excess carry forward funds from state operating funds. The spending plan shall be submitted to the Florida College System institution’s board of trustees for approval by September 30, 2020, and each September 30 thereafter. The State Board of Education shall review and publish each Florida College System institution’s carry forward spending plan by November 15 thereafter.

(4) A Florida College System institution identified in paragraph (3)(a) must include in its carry forward spending plan the estimated cost per planned expenditure and a timeline for completion of the expenditure. Authorized expenditures in a carry forward spending plan may include:

(a) Commitment of funds to a public education capital outlay project for which an appropriation was previously provided, which requires additional funds for completion, and which is included in the list required by s. 1001.03(18)(d);

(b) Completion of a renovation, repair, or maintenance project that is consistent with the provisions of s. 1013.64(1), up to $5 million per project;

(c) Completion of a remodeling or infrastructure project, up to $10 million per project, if such project is survey recommended pursuant to s. 1013.31;
(d) Completion of a repair or replacement project necessary due to damage caused by a natural disaster for buildings included in the inventory required pursuant to s. 1013.31;
(e) Operating expenditures that support the Florida College System institution’s mission which are nonrecurring; and
(f) Any purpose approved by the state board or specified in the General Appropriations Act; and
(g) A commitment of funds to a contingency reserve to assist in addressing unforeseen circumstances that may arise, including natural disasters and other emergencies.


Section 12. This act shall take effect July 1, 2020.
THE FLORIDA SENATE
APPEARANCE RECORD
(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1-29-2020
Meeting Date

SB 72
Bill Number (if applicable)

828070
Amendment Barcode (if applicable)

Topic Senate Amendment

Name Leanne Karstedt

Job Title Retired Teacher

Address 415 NW Wilder St
Street

Perry FL 32347
City State Zip

Phone 850-843-0065

Email

Speaking: □ For □ Against □ Information

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

Representing Retired Teachers from the counties of
Taylor, Dixie, Madison, Suwannee, Lafayette

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)

Meeting Date: 01/28/20

Bill Number (if applicable): SB 72

Amendment Barcode (if applicable): 823070

Topic: Higher Ed

Name: Kathleen Daly

Job Title: VP University Relations

Address: Westcott Tally FL 32306

Phone: 644-1728

Email: Kdaly@etsu.edu

Representing: Florida State University

Speaking: [ ] For [ ] Against [ ] Information

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

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

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

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

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

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

1/28/2020

Bill Number (if applicable)

72

Amendment Barcode (if applicable)

828070

Topic

Higher Education

Name

Marshall Criser

Job Title

Chancellor

Address

325 W. Gaines Street

Tallahassee FL 32399

Phone

850 688-6350

Email

Marshall.Criser@fsu.edu

Speaking:

 boxes:

☑ 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

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)

1/29/2020
Meeting Date

Topic Postsecondary Education

Name Kristin Whitaker

Job Title Assistant Vice Chancellor, Public Policy & Advocacy

Address 325 W. Gaines St.
          Tallahassee, Fl 32309

Phone 850-245-7066

Email Kristin.Whitaker@fsu.edu

Speaking: [ ] For [ ] Against [ ] Information

Representing Florida Board of Governors

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.
Jan 29, 2020
Meeting Date

Topic:  Education

Name:  Felicia Bruce

Job Title:  FREA Dist 9 Rep / Treas Coast FLARA Pres / RC 43 VP

Address:  106 Mariner Bay Blvd
          Fort Pierce FLA 34949

Phone:  516-395-3721
Email:  Spmomtch1@aol.com

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

Representing:  Retired Educators

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

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

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

CS/SB 434 modifies the high school acceleration component of the school grading model to add to the calculation students who complete career certificate dual enrollment courses resulting in 300 or more clock hours that are identified by the State Board of Education (SBE).

The bill has no impact on state revenues or expenditures.

The bill take effect on July 1, 2020.

II. Present Situation:

School grades provide an easily understandable way to measure the performance of a school. Parents and the general public can use the school grade and its components to understand how well each school is serving its students.\(^1\) School grades are used in the state system of school improvement and accountability to determine the need for school intervention and support,\(^2\) or to determine whether a school is eligible for school recognition funds.\(^3\)


\(^2\) See s. 1008.33(4), F.S.

\(^3\) See s. 1008.36, F.S.
Schools are graded using one of the following grades:  
- “A,” schools making excellent progress (62 percent or higher of total applicable points).
- “B,” schools making above average progress (54 to 61 percent of total applicable points).
- “C,” schools making satisfactory progress (41 to 53 percent of total applicable points).
- “D,” schools making less than satisfactory progress (32 to 40 percent of total applicable points).
- “F,” schools failing to make adequate progress (31 percent or less of total applicable points).

Elementary schools, middle schools, and high schools each share a basic model for determining school grades, based on the percentage of total points earned by a school for each component in the model. All schools are graded on the percentage of eligible students who pass assessments in English Language Arts (ELA), mathematics, science, and social studies; student learning gains in ELA and mathematics; and students in the lowest 25 percent of ELA and mathematics performers who make learning gains. Middle and high school models include additional components beyond the basic model.

For a high school comprised of grades 9 through 12 or grades 10 through 12, the school’s grade is also based on the following components:
- The four-year high school graduation rate of the school as defined by State Board of Education (SBE) rule.
- The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement (AP) examinations, International Baccalaureate (IB) examinations, dual enrollment courses, or Advanced International Certificate of Education (AICE) examinations; or who, at any time during high school, earned a national industry certification identified in the career and professional education (CAPE) Industry Certification Funding List, pursuant to rules adopted by the SBE.

The SBE determines the examinations, dual enrollment courses, and industry certifications to be included in the school grades acceleration component, as follows:
- AP, IB, and AICE passing examination scores and applicable college credit and CAPE industry certifications are determined in SBE rule.

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4 Section 1008.34(2), F.S., and Rule 6A-1.09981(4)(d), F.A.C.
5 Section 1008.34(3)(b), F.S. If a school does not have at least 10 students with complete data for one or more of the components, those components may not be used in calculating the school’s grade. Section 1008.34(3)(a), F.S.
6 See s. 1008.34(3)(b), F.S., and Rule 6A-1.09981(4)(a)-(c), F.A.C.
7 Section 1008.34(3)(b)2., F.S., and Rule 6A-1.09981(4)(c)2. and 3., F.A.C.
8 The four-year high school graduation rate of the school as measured according to 34 CFR s. 200.19, Other Academic Indicators, effective November 28, 2008. Rule 6A-1.09981(4)(c)1., F.A.C.
9 The Articulation Coordinating Committee Credit-by-Exam Equivalencies establishes passing scores and course and credit equivalents for AP, AICE, IB, DANTES Subject Standardized Test (DSST), Defense Language Proficiency Test (DLPT), UExcel (Excelsior College Exams), and College-Level Examination Program (CLEP) exams. Public community colleges and universities in Florida are required to award the minimum recommended credit for AP, AICE, IB, DSST, DLPT, UExcel, and CLEP exams as designated. Section 1007.27(2), F.S., and Rule 6A-10.024(8)(a), F.A.C. See also Florida Department of Education, Articulation Coordinating Committee Credit-by-Exam Equivalencies (June 2019), available at https://www.flrules.org/gateway/reference.asp?No=Ref-10512.
10 Section 1008.44, F.S., requires the SBE to annually identify CAPE industry certifications that meet specified requirements. The approved list is used to distribution of funding to school districts. Approved CAPE industry certifications are incorporated into Rule 6A-6.0573, F.A.C.
• The Commissioner of Education is required to recommend to the SBE postsecondary courses and credits completed through dual enrollment that will meet high school graduation requirements. The SBE annually approves the Dual Enrollment Course—High School Subject Area Equivalency List for both college-credit academic and non-college-credit career certificate courses.

Only college-credit-bearing courses are considered dual enrollment courses for the purposes of the school grade calculation. Non-college-credit (clock hour) career certificate dual enrollment courses are not included in the school grade calculation.

III. Effect of Proposed Changes:

The bill modifies the high school acceleration component of the school grading model to add to the calculation students who complete career certificate dual enrollment courses resulting in 300 or more clock hours that are identified by the SBE pursuant to law.

In the most recent Dual Enrollment Course—High School Subject Area Equivalency List approved by the SBE, there are a total of 961 postsecondary career certificate courses approved for dual enrollment. Of these, 287 career certificate courses are offered for at least 300 clock hours, and therefore students who take such career education courses may be included in the school grades calculation as modified in the bill.

The bill may incentivize school districts to increase the enrollment of high school students in career certificate courses through dual enrollment, which may have a positive effect on a high school’s grade calculation. Students may then have more opportunities to complete career education programs and industry certifications.

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11 Section 1007.271(9), F.S.
14 College credit is the type of credit assigned by a postsecondary institution to courses or course equivalent learning that is part of an organized and specified program leading to a baccalaureate, associate degree, certificate, or Applied Technology Diploma. One (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours. A clock hour is the unit assigned to courses or course equivalent learning that is part of an organized and specified program leading to an Applied Technology Diploma or a Career and Technical Certificate. It applies to postsecondary adult career courses. One (1) clock hour is based on the learning expected from the equivalent of thirty (30) hours of instruction. Rule 6A-14.030(1)(a)1. and 2., F.A.C.
15 In the career dual enrollment course list approved by the SBE, 75 clock hours is equivalent to 0.5 high school credit; 2.0 high school credits are equivalent to 300 hours. Florida Department of Education, 2019-2020 Dual Enrollment Course—High School Subject Area Equivalency List, Career Dual Enrollment Credit (approved by the SBE on May 22, 2019), available at http://www.fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf.
IV. **Constitutional Issues:**

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

None.

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

None.

C. **Trust Funds Restrictions:**

None.

D. **State Tax or Fee Increases:**

None.

E. **Other Constitutional Issues:**

None.

V. **Fiscal Impact Statement:**

A. **Tax/Fee Issues:**

None.

B. **Private Sector Impact:**

None.

C. **Government Sector Impact:**

The bill has no impact on state revenues or expenditures. However, a high school with students who complete approved career education courses through dual enrollment may realize an increase in that high school’s grade, which may increase the likelihood of the school becoming eligible for school recognition funds.¹⁶

VI. **Technical Deficiencies:**

None.

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¹⁶ The Florida School Recognition Program provides financial awards to public schools that: (1) sustain high performance by receiving a school grade of “A;” or (2) demonstrate exemplary improvement by improving at least one letter grade or by improving more than one letter grade and sustaining the improvement the following school year. Section 1008.36, F.S. The 2019-2020 school recognition program awarded $100 per student to 1,731 schools. School awards ranged from $1,679 to $465,499. Florida Department of Education, 2019-20 Florida School Recognition Program Awards by School Based on 2018-19 Performance Data, available at [http://www.fldoe.org/core/fileparse.php/7765/urlt/2019schools.xls](http://www.fldoe.org/core/fileparse.php/7765/urlt/2019schools.xls).
VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1008.34 of the Florida Statutes.

IX. Additional Information:

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

CS by Education on December 9, 2019:
The committee substitute modifies the clock hour threshold from 450 hours to 300 hours for career dual enrollment courses to be included in the school grades calculation.

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 designation of school grades;
amending s. 1008.34, F.S.; revising the components on
which a school’s grade is based; providing an
effective date.

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

Section 1. Paragraph (b) of subsection (3) of section
1008.34, Florida Statutes, is amended to read:
1008.34 School grading system; school report cards;
district grade.—
(3) DESIGNATION OF SCHOOL GRADES.—
(b)1. Beginning with the 2014-2015 school year, a school’s
grade shall be based on the following components, each worth 100
points:
(a) The percentage of eligible students passing statewide,
standardized assessments in English Language Arts under s.
1008.22(3).
(b) The percentage of eligible students passing statewide,
standardized assessments in mathematics under s. 1008.22(3).
c. The percentage of eligible students passing statewide,
standardized assessments in science under s. 1008.22(3).
d. The percentage of eligible students passing statewide,
standardized assessments in social studies under s. 1008.22(3).
e. The percentage of eligible students who make Learning
Gains in English Language Arts as measured by statewide,
standardized assessments administered under s. 1008.22(3).
f. The percentage of eligible students who make Learning
Gains in mathematics as measured by statewide, standardized
assessments administered under s. 1008.22(3).
g. The percentage of eligible students in the lowest 25
percent in English Language Arts, as identified by prior year
performance on statewide, standardized assessments, who make
Learning Gains as measured by statewide, standardized English
Language Arts assessments administered under s. 1008.22(3).
h. The percentage of eligible students in the lowest 25
percent in mathematics, as identified by prior year performance
on statewide, standardized assessments, who make Learning Gains
as measured by statewide, standardized Mathematics assessments
administered under s. 1008.22(3).
i. For schools comprised of middle grades 6 through 8 or
grades 7 and 8, the percentage of eligible students passing high
school level statewide, standardized end-of-course assessments
or attaining national industry certifications identified in the
CAFE Industry Certification Funding List pursuant to rules
adopted by the State Board of Education.

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

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

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

b. The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, including career dual enrollment courses resulting in 300 hours or more of clock hours which are identified by the state board as meeting the requirements of s. 1007.271, or Advanced International Certificate of Education examinations; or who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the state board.

Section 2. This act shall take effect July 1, 2020.
December 19, 2019

Senator Kelli Stargel, Chair
Senate Appropriations Subcommittee on Education
408 Senate Office Building
Tallahassee, Florida 32399-1100

Dear Chair Stargel,

I respectfully request that the following bills be placed on the next Appropriations Subcommittee on Education Agenda.

SB 434 – A bill relating to Designation of School Grades.

Your consideration is greatly appreciated.

Sincerely,

William J. Montford III

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

Meeting Date 1/29/20
Bill Number (if applicable) 434

Topic School grade designation
Amendment Barcode (if applicable)

Name Jodi Tillman

Job Title Director

Address 32335 Byron Butler Pkwy
Street E
City Perry
State FL
Zip 32348

Phone 850-838-2545
Email jodi.tillman@taylor.k12.fl.us

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

Representing Big Bend Technical College

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)

Meeting Date: 1/29/2020

Bill Number (if applicable): 484

Amendment Barcode (if applicable):

Topic: SB 484

Name: Joy Frank

Job Title: General Counsel

Address: 208 S. Monroe St

City: Tallahassee

State: FL

Zip: 32301

Phone: 850-521-5067

Email: jfrank@faoaa.org

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] In Support [ ] Against

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

Representing: Superintendent's 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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THE FLORIDA SENATE
APPEARANCE RECORD

1-29-20
Meeting Date

SB 434
Bill Number (if applicable)

Topic School Grade Designation

Name Dr. Danny Glover

Job Title Taylor County School Superintendent

Address 318 N Clark st
Street Perry FL
City State Zip

Phone 850 838 2500

Email Danny.glover@taylor.k12.fl.us

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

Representing Taylor County School District

Appearing at request of Chair: [ ] Yes [x] 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)

1/29/2020

Meeting Date

434

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic

Name Scott Kittel

Job Title Florida Policy Director

Address

Street

City

State

Zip

Phone

Email

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☐ In Support ☑ Against

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

Representing Foundation for Florida's Future

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☑ Yes ☐ No

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THE FLORIDA SENATE

APPEARANCE RECORD

1-28-2020
Meeting Date

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

SB-434
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic
Designation of School Grades

Name
Brenda Carlton

Job Title
Taylor County School Board Member

Address
7055 Puckett Rd

Phone
850-371-1061

Email
brenda.carlton@taylor.k12.fl.us

Speaking: [ ] For [ ] Against [ ] Information

Representing
Taylor

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

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)

29 Jan 24
Meeting Date

School Grades
Topic

James Mosteller
Name

Advocacy Associate
Job Title

215 S Monroe St
Address
Tallahassee
City

250/727-3712
Phone

James M Mosteller
Email

Speaking: ☑ For ☐ Against ☐ Information

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

Representing
Foundation For Florida's Future

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

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This form is part of the public record for this meeting.
1/29/2020

Meeting Date

Topic Designation of School Grades

Name Matthew Choy

Job Title Policy Director

Address 136 S Bronough
Street
Tallahassee FL 32301
City State Zip

Phone 561-386-3451

Email mchoy@flchamber.com

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

Representing Florida Chamber of Commerce

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

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

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

APPEARANCE RECORD

(1/29/2020)
Meeting Date

Designation of School Grades
Topic

Khue-Vien Baeke ("Con Lynn")
Name

Resolution's Chair
Job Title

1747 Orlando Central Parkway
Address

Orlando
City
FL
State
32809
Zip

(386) 717-4965
Phone

resolutions@floridap.org
Email

Representing Florida PTA

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.
The Florida Senate

Appearance Record

(1/29/20)

Meeting Date

434
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic
Designation of School Grades

Name
Marsan Carr

Job Title
Executive Director

Address
9210 SW 68th Dr.

Street

City
Luke Butler FL
State
32054
Zip

Phone
813-220-1576
Email
artexec@calculto.org

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

Representing
Florida Assoc. for Career & Technical Ed.

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)

1/29/20
Meeting Date

434
Bill Number (if applicable)

Topic School Grade Designation

Name Mary Keen

Job Title Director

Address 416 Pinewood Drive SW
          Live Oak, FL 32064
          Street           City               State          Zip

Phone 386-647-4230

Email Mary.Keen@swanco.net

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

Representing Riveroak Technical College

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)
THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date

Topic School Grade Designation

Name Heather McCoy

Job Title Principal - Taylor County High

Address 900 N Johnson St, Perry, FL 32347

Phone 850-838-2525

Email heather.mcCoy@taylor.k12.fl.us

Speaking: □ For □ Against □ Information

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

Representing Taylor County

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: 1-29-20

Bill Number (if applicable): 434

Amendment Barcode (if applicable):

Topic: School Grade Designation

Name: Jeannie Mathis

Job Title: School Board

Address:

Street

City:

State:

Zip:

Phone: 352-356-3471

Email: Jeannie.Mathis@taylor.k12.fl.us

Speaking: □ For  □ Against  □ Information

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

Representing: Taylor County

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)

1/28/2020

Meeting Date

Topic
Designation of School Grades

Name
Matthew Choy

Job Title
Policy Director

Address
136 S Bronough St
Street
Tallahassee
City
FL
State
32301
Zip

Phone
561-386-3451

Email
mchoy@flchamber.com

Speaking: 
For
Against
Information

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

Representing
Florida Chamber of Commerce

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

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

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

APPEARANCE RECORD

1/28/2020

Meeting Date

434

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic Designation of School Grades

Name Scott Ketel

Job Title Florida Policy Director

Address

Phone

Email Scott@afloridapromise.org

City

State

Zip

Speaking: □ For □ Against □ Information

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

Representing Foundation for Florida’s Future

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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

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

Appearance Record

(Date)

Meeting Date

Topic

Destination of School Grades

Name

Dr. Danny Glover

Job Title

Taylor County School Superintendent

Address

318 N Clark St

Perry, FL 32347

Street

City

State

Zip

Phone

850 838 2500

Email

danny.glover@taylor.fl.us

Speaking: ☐ For ☐ Against ☐ Information

Waive Speaking: ☑ In Support ☐ Against

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

Representing

Taylor 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: 1/28/20

Bill Number (if applicable): SB 434

Amendment Barcode (if applicable)

Topic: Designation of School Grades

Name: Jodi Tillman

Job Title: Director

Address: 3333 S. Byron Butler Parkway

Phone: 850-838-2545

City: Perry

State: FL

Zip: 32348

Email: jodi.tillman@taylor.k12.fl.us

Speaking: □ For  □ Against  □ Information

Waive Speaking: □ In Support  □ Against

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

Representing: Big Bend Technical College

Appearing at request of Chair: □ Yes  □ No

Lobbyist registered with Legislature: □ Yes  □ No

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

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

S-001 (10/14/14)
The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT
(This document is based on the provisions contained in the legislation as of the latest date listed below.)

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

BILL: SB 486

INTRODUCER: Senator Bradley

SUBJECT: Florida Best and Brightest Programs

DATE: January 27, 2020

ANALYST STAFF DIRECTOR REFERENCE ACTION
1. Brick Sikes ED Favorable
2. Underhill Elwell AED Recommend: Favorable
3. __________ __________ AP

I. Summary:

SB 486 repeals the Florida Best and Brightest Teacher Program, the Florida Best and Brightest Principal Program, and the Florida Best and Brightest Teacher and Principal Allocation.

In the 2019-2020 fiscal year, the legislature appropriated $284.5 million for the Florida Best and Brightest Teacher and Principal Allocation through the Florida Education Finance Program.

The bill takes effect July 1, 2020.

II. Present Situation:

In 2015, the legislature established the Florida Best and Brightest Teacher Scholarship Program to award scholarships to highly effective classroom teachers who demonstrate a high level of academic achievement.\(^1\) In 2017, the legislature established the Florida Best and Brightest Principal Scholarship Program to provide categorical funding for scholarships to school principals who recruit and retain a high percentage of best and brightest teachers.\(^2\) In 2019, the legislature revised the Best and Brightest Teacher Scholarship Program to remove a teacher’s scores on qualifying academic assessments as a factor in determining eligibility for the award and created the Florida Best and Brightest Teacher and Principal Allocation to fund both programs within the Florida Education Finance Program (FEFP).\(^3\)

The Florida Best and Brightest Teacher Program authorizes three types of monetary awards for teachers – recruitment, retention and recognition – each with distinct criteria for determining

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\(^1\) Specific Appropriation 99A, s. 2, ch. 2015-232L.O.F.
\(^2\) Section 47, ch. 2017-116, L.O.F.
\(^3\) Sections 19-20, ch. 2019-23, L.O.F.
eligibility. The Florida Best and Brightest Principal Program authorizes monetary awards to school principals based on school performance.

**The Florida Best and Brightest Teacher Program**

The Florida Best and Brightest Teacher Program provides bonuses to recruit, retain, and recognize teachers who meet the needs of the state and achieve success in the classroom. The law provides the following awards:

- Recruitment awards for newly hired teachers who are content experts in mathematics, science, computer science, reading, or civics.
- Retention awards for teachers rated as “highly effective” or “effective” the preceding year who teach in a school that has demonstrated academic improvement, as evidenced by the school improving an average of three percentage points or more in the percentage of total possible points achieved for determining school grades over the prior three years.
- Recognition awards for instructional personnel rated as “highly effective” or “effective” and selected by the school principal based on performance criteria and policies adopted by the district school board.

**The Florida Best and Brightest Principal Program**

A school principal is eligible for an award under the Florida Best and Brightest Principal Program if the principal has been serving as school principal at his or her school for at least four consecutive school years, and the school has improved an average of three percentage points or more in the percentage of total possible points achieved for determining school grades over the prior three years.

**The Florida Best and Brightest Teacher and Principal Allocation**

The Florida Best and Brightest Teacher and Principal Allocation provides the funding for the Best and Brightest Teacher and Principal Programs. All award amounts for the programs are specified annually in the General Appropriations Act (GAA) and distributed to each school district based on the district’s proportionate share of FEFP base funding. For the 2019-2020 fiscal year, the legislature appropriated $284.5 million for Best and Brightest Teacher and Principal program awards, including:

- One-time recruitment awards of up to $4,000;
- Retention awards of $2,500 for highly effective teachers and $1,000 for effective teachers;
- Principal awards of $5,000.

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4 Section 1012.731, F.S.
5 Section 1012.731, F.S.
6 The Florida Department of Education establishes the criteria, which is set forth in Rule 6A-1.0503, F.A.C., for determining which teachers qualify as content experts. Section 1012.731(3)(a), F.S.
7 Section 1012.732, F.S.
8 Section 1011.62(18), F.S.
9 Specific Appropriation 93, s. 2, ch. 2019-115, L.O.F.
If the calculated awards exceed the allocation, a school district may prorate the awards.\textsuperscript{10} A school district may provide recognition awards for instructional personnel from funds remaining after the payment of all awards for principals and teacher recruitment and retention.\textsuperscript{11}

III. Effect of Proposed Changes:

The bill repeals the Florida Best and Brightest Teacher Program, the Florida Best and Brightest Principal Program, and the Florida Best and Brightest Teacher and Principal Allocation. The repeal of these programs and the associated allocation may result in the elimination of awards available for eligible teachers, principals, and instructional personnel under the programs.

The bill takes effect July 1, 2020.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

   None.

B. Public Records/Open Meetings Issues:

   None.

C. Trust Funds Restrictions:

   None.

D. State Tax or Fee Increases:

   None.

E. Other Constitutional Issues:

   None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

   None.

B. Private Sector Impact:

   SB 486 may result in the elimination of awards currently available for eligible teachers, principals, and instructional personnel under the Florida Best and Brightest Teacher and Principal Programs.

\textsuperscript{10} Section 1011.62(18), F.S.
\textsuperscript{11} Section 1012.731(3)(c), F.S.
C. Government Sector Impact:

In the 2019-2020 fiscal year, the legislature appropriated $284.5 million for the Florida Best and Brightest Teacher and Principal Allocation through the Florida Education Finance Program. The appropriation of such funds may no longer be necessary with the repeal of the Florida Best and Brightest Teacher and Principal Programs and the associated allocation.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1011.62 and 1011.71.

The bill repeals the following sections of the Florida Statutes: 1012.731 and 1012.732.

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 Bradley

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

Section 1. Section 1012.731, Florida Statutes, is repealed.

Section 2. Section 1012.732, Florida Statutes, is repealed.

Section 3. Paragraph (a) of subsection (4) and subsections (11), (14), and (18) of section 1011.62, Florida Statutes, are amended to read:

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

(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 (18)(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 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-

paragraph 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.

   (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may annually provide in the Florida Education Finance Program a virtual education contribution. The amount of the virtual education contribution shall be the difference between the amount per FTE established in the General Appropriations Act for virtual education and the amount per FTE for each district and the Florida Virtual School, which may be calculated by taking the sum of the base FEFP allocation, the discretionary local effort, the state-funded discretionary contribution, the discretionary millage compression supplement, the research-based reading instruction allocation, the best and brightest teacher and principal allocation, and the instructional materials allocation, and then dividing by the total unweighted FTE. This difference shall be multiplied by the virtual education unweighted FTE for programs and options identified in s. 1002.455 and the Florida Virtual School and its franchises to equal the virtual education contribution and shall be included as a separate allocation in the funding formula.

   (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 (18), 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 (18) 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
(18) THE FLORIDA BEST AND BRIGHTEST TEACHER AND PRINCIPAL ALLOCATION.

(a) The Florida Best and Brightest Teacher and Principal Allocation is created to recruit, retain, and recognize classroom teachers and instructional personnel who meet the criteria established in s. 1012.731 and reward principals who meet the criteria established in s. 1012.732. Subject to annual appropriation, each school district shall receive an allocation based on the district’s proportionate share of FEFP base funding. The Legislature may specify a minimum allocation for all districts in the General Appropriations Act.

(b) From the allocation, each district shall provide the following:

1. A one-time recruitment award, as provided in s. 1012.731(3)(a);

2. A retention award, as provided in s. 1012.731(3)(b); and

3. A recognition award, as provided in s. 1012.731(3)(c) from the remaining balance of the appropriation after the payment of all other awards authorized under ss. 1012.731 and 1012.732.

(c) From the allocation, each district shall provide eligible principals an award as provided in s. 1012.732(3).

If a district’s calculated awards exceed the allocation, the district may prorate the awards.

Section 4. Subsection (1) of section 1011.71, Florida Statutes, is amended to read:

1011.71 District school tax.—
January 27, 2020

Senator Kelli Stargel, Chair  
Appropriations Subcommittee on Educations  
201 Capitol  
404 South Monroe Street  
Tallahassee, Florida 32399-1100

Dear Chair Stargel:

I will be out-of-town tomorrow and am unable to present Senate Bill 486 to the Subcommittee. I respectfully request that you present the bill on my behalf. The bill eliminates the Best and Brightest Teacher and Principle Program.

Thank you for your assistance with this matter. My staff will provide your district staff with the talking points and bill information for Senate Bill 486.

Sincerely,

Rob Bradley
THE FLORIDA SENATE

APPEARANCE RECORD

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

1/29/2020

Meeting Date

SB0486

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic
Florida Best and Brightest Program

Name
Khanh-Lien Banko ("Cora Lynn")

Job Title
Resolutions Chair

Address
1747 Orlando Central Parkway

Phone
(386) 717-4965

City
Orlando

Email
resolutions@floridapta.org

State
FL

Zip
32809

Speaking: [] For [] Against [] Information

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

Representing
Florida PTA

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

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

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

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

APPEARANCE RECORD

Meeting Date 1/29/2020

Bill Number (if applicable) SB 4860

Amendment Barcode (if applicable)

Topic Best and Brightest

Name Marjorie Stahl

Job Title Teacher

Address 2148 Antilles Club Drive

Kissimmee Florida 34747

City State Zip

Phone

Email

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.

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

Meeting Date 1-29-2020

Bill Number (if applicable) SB 486

Topic Best is Brightest

Name Karen Pruitt

Job Title Osceola County Edu. Assoe. Vice President

Address 24019 Verona Ct

City Orlando FL 32837

State Zip Phone 407-851-9219

Email gcpw3@yahoo.com

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.

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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)

1/29/2020

Meeting Date

SB 486

Bill Number (if applicable)

Greg Gahri's

Name

Teacher - History/Civics

Job Title

907 Sherwood Ave.

Address

St. Cloud FL 34769

City State Zip

407-952-0486

Phone

gregorygahri@gmail.com

Email

Speaking: ☑ For ☐ Against ☐ Information

Representing Self

Waive Speaking: ☑ In Support ☐ Against

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

Appearing at request of Chair: ☑ Yes ☐ No

Lobbyist registered with Legislature: ☑ Yes ☐ No

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

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THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date 1/29/2020

Bill Number (if applicable) SB 486

Amendment Barcode (if applicable)

Topic FL Best & Brightest

Name Michael Weinert

Job Title

Address 3167 OHARA DR

Street

New Port Richey, FL 34655

City State Zip

Phone 727 992 8119

Email mikewjet@yahoo.com

Speaking: [ ] For [ ] Against [ ] Information

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

Representing My Family

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

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

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

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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

1/29/20

Bill Number (if applicable)

4/86

Amendment Barcode (if applicable)

Topic

Best and Brightest.

Name

Dr. Madonna Higgs

Job Title

Educator

Address

1413 Sunnyhills Drive

Brandon, FL 33510

Street

City

State

Zip

Phone

813-787-5836

Email

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.
The Florida Senate

Appearance Record

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

Meeting Date: 11/29/20

Bill Number: SB 486

Amendment Barcode: (if applicable)

Topic: Best & Brightest

Name: Sabrina Gates

Job Title: Educator

Address: 19051 Boyette Rd

Phone: 813-679-0021

Email:

City: Lithia

State: FL

Zip: 33547

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.
THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date: 1/29/2020

Bill Number (if applicable): SB 486

Topic: Best and Brightest

Name: Paula Ruffin Jefferson

Job Title: 1st Grade Teacher

Address: 5817 Autumn Shire Dr
Zephyrhills, FL 33541

Phone: 813-317-1890

Email:

Speaking: [ ] For [ ] Against [ ] Information

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

Representing:

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

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

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

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

Appearance Record

Date: Jan 29, 2020

Bill Number: SB 486

Topic: Best and Brightest

Name: Elizabeth Brown-Davis

Job Title: PSE Teacher

Address: 720 Tanana Fall Dr.

City: Ruskin

State: FL

Zip: 33570

Phone: ____________________________

Email: ebrown@davisco.com

Speaking: [ ] For [ ] Against [ ] Information

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

Representing: [ ] Myself

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

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

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

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

APPEARANCE RECORD

1/28/2020

Meeting Date

SB 486

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic                  Best & Brightest Bonuses

Name                  Stephanie Kunkel

Job Title             Legislative and Political Specialist

Address               213 S. Adams St

                    Tallahassee, FL 32301

                    Phone 850-224-2078

                    Email stephanie.kunkel@floridaea.org

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.

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)

1-29-20
Meeting Date

486
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic Best and Brightest

Name

Wendy Dodge

Job Title

Dir. - Heg Affairs

Address

PO Box 391

PO Box 391

Phone 843-838-3632

Email

wendy.dodge@polk-fl.net

Street

Barrow

City

Fl

State

33831

Zip

Speaking: □ For □ Against □ Information

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

Representing Polk County Schools

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

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

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

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

SB 836 provides for school districts to receive additional funding through the Florida Education Finance Program (FEFP) for each student who receives an Advanced Placement (AP) Capstone Diploma and meets the requirements for a standard high school diploma.

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

The bill takes effect July 1, 2020.

II. Present Situation:

Articulated acceleration mechanisms are intended to shorten the time necessary for a student to earn a high school diploma and a postsecondary degree, broaden the scope of curricular options available, and increase the depth of study available for a particular subject.¹ The law provides the following benefits to schools and students engaged in these programs:

- Successful completion of a course in any of these programs qualifies for college credit.²
- The percentage of a school’s students eligible to earn college credit through any of these programs favorably affects the school’s grade.³
- A grade earned in any of these programs is assigned additional weight for determining student eligibility for a Bright Futures Scholarship.⁴

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¹ Section 1007.27(1), F.S.
² Section 1003.4295, F.S.
³ Section 1008.34(3)(b)2.b., F.S.
⁴ Section 1009.531(3)(a), F.S.
The AP Program

The AP Program enables students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year. A student must score a ‘3’ or higher, on a 5-point scale, to earn postsecondary credit through the AP Program.

AP Capstone is a diploma granted to students who earn a score of ‘3’ or higher in AP Seminar and AP Research and on four additional AP exams chosen by the student. The program is based on the AP Seminar and AP Research courses, which are yearlong AP courses. These courses are designed to complement the other AP courses that the AP Capstone student must take. AP Seminar and AP Research use an interdisciplinary approach to develop skills students need for college-level work. In the 2018-2019 academic year, 1,402 students in 228 high schools in Florida earned an AP Capstone Diploma.

International Baccalaureate (IB) and Advanced International Certificate of Education (AICE) Diploma Programs

The IB Diploma is only awarded to students who complete, over the course of a two-year program:

- Six subjects chosen from six subject groups, which include:
  - Studies in language and literature
  - Language acquisition
  - Individuals and societies
  - Sciences
  - Mathematics
  - The arts
- An extended essay with a prescribed limit of 4,000 words.
- A theory of knowledge course exploring the nature of knowledge across all disciplines.
- At least three hours each week in creativity, action, and service, which includes participation in the arts, individual and team sports or expeditions or projects, and community and social service activities.

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6 Id.
7 See ss. 1007.27(5) and 1007.23(1), F.S.
9 Id.
10 Id.
11 Email, College Board (Jan. 7, 2020).
To earn the AICE Diploma, students must achieve seven credits within a 25-month period, including at least one credit in:  
13
- A Cambridge International Global Perspectives & Research course;
- Mathematics and science;
- Languages; and
- Arts and humanities.

Successful completion of an IB or AICE curriculum satisfies the credit requirement for receipt of a standard high school diploma, but no similar recognition exists for completion of an AP Capstone Diploma.

**Florida Education Finance Program**

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

A student who is enrolled in the AP, IB, or AICE programs and earns a qualifying score on a subject exam in an AP, IB, or full-credit AICE course generates an additional value of 0.16 FTE student membership for a school district. Additionally, classroom teachers may receive bonus funds for the performance of their students on AP, IB, and AICE examinations. School districts must use the additional FTE funds for purposes specified in law.

During the 2018-2019 school year, 107,237 Florida public school students received a score of ‘3’ or higher on 183,438 AP exams. In the 2019-2020 fiscal year, the additional FTE membership value associated with each student who earns a qualifying score on an AP exam is approximately $688.

Florida law currently provides additional bonus funding through the FEFP for school districts for each student who receives an IB or AICE diploma. A student earning an IB or AICE diploma

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14 Section 1003.4282(1)(a), F.S.
15 Section 1011.62, F.S.
16 Program cost factors are based on desired relative cost differences between the following programs as established in the annual General Appropriations Act: grades K-3; 4-8; 9-12; two program cost factors for exceptional students; secondary career education programs; and English for Speakers of Other Languages. Section 1011.62(1)(c), F.S.
18 Section 1011.62(1)(l-n), F.S. A student enrolled in a half-credit AICE course generates an additional value of 0.08 FTE.
19 Section 1011.62(1)(l)-(n), F.S.
20 Email, College Board (Jan. 7, 2020).
21 This figure was calculated with the base student allocation of $4,279.49, as provided in Specific Appropriation 93, s. 2, ch. 2019-115, L.O.F., and a cost factor of 1.005 for the 9-12 Grade program. No district cost differential was applied.
generates a value of 0.3 FTE.\textsuperscript{22} In the 2017-2018 fiscal year, approximately 7,271 students received either an IB or an AICE diploma, generating approximately $9.2 million\textsuperscript{23} in additional funding to the school districts.\textsuperscript{24}

III. Effect of Proposed Changes:

The bill provides for school districts to receive additional funding through the FEFP for each student who receives an AP Capstone Diploma and meets the requirements for a standard high school diploma. The bill requires that a value of 0.3 FTE student membership be calculated for each student who receives an AP Capstone Diploma. Such value must be added to the total FTE in basic programs for grades 9 through 12 in the subsequent fiscal year.

In effect, the bill provides the same additional FTE funding for each student who receives an AP Capstone Diploma as a student who receives an IB or AICE diploma. The bill may result in more districts offering, and more students earning, the AP Capstone Diploma.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

\textsuperscript{22} Section 1011.62(1)(l-m), F.S.

\textsuperscript{23} Supra note 18.

B. Private Sector Impact:

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

C. Government Sector Impact:

The bill does not require appropriation of additional state funds. However, the bill may reallocate funds within the FEFP to those school districts with relatively more students successfully completing dual enrollment coursework and earning the AP Capstone Diploma. Based on 2018-2019 data, AP Capstone Diploma bonus funding within the Florida Education Finance Program is estimated to be $1.8 million.25

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1011.62 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.

25 0.3 additional FTE value of $1,290 multiplied by 1,402 AP Capstone Diploma recipients in 2019.
A bill to be entitled an act relating to funds for the operation of schools; amending s. 1011.62, F.S.; revising the annual allocation to school districts to include an additional calculation of full-time equivalent membership for students who earn a College Board Advanced Placement Capstone Diploma; providing an effective date.

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

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

Funds for operation of schools. The following procedure shall be followed in determining the annual allocation to each district for operation:

(n) Calculation of additional full-time equivalent membership based on College Board Advanced Placement scores of students and earning College Board Advanced Placement Capstone Diplomas. A value of 0.16 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives a College Board Advanced Placement Capstone Diploma and meets the requirements for a standard high school diploma under s. 1003.4282. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction, in accordance with this paragraph, to the high school that generates the funds. The school district shall distribute to each classroom teacher who provided advanced placement instruction:

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

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

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

Section 2. This act shall take effect July 1, 2020.
To: Senator Kelli Stargel, Chair
   Appropriations Subcommittee on Education

Subject: Committee Agenda Request

Date: January 13, 2020

I respectfully request that Senate Bill 836, relating to Funds for the Operation of Schools, be placed on the:

☐ committee agenda at your earliest possible convenience.

☒ next committee agenda.

Thank you,

Senator David Simmons
Florida Senate, District 9
CourtSmart Tag Report

Room: KN 412  
Case No.:  
Type:  
Caption: Senate Appropriations Subcommittee on Education  
Judge:  

Started:  1/29/2020 9:04:30 AM  
Ends:  1/29/2020 10:27:31 AM  
Length: 01:23:02

9:04:32 AM Sen. Stargel (Chair)
9:05:19 AM S 836, Funds for the Operation of Schools
9:05:26 AM Sen. Simmons
9:06:21 AM James Mosteller, Advocacy Associate, Foundation for Florida's Future (waives in support)
9:06:29 AM Khanh-Lien Banko, Resolutions Chair, Florida PTA (waives in support)
9:06:36 AM Gabe Sheheane "Sheehan", Senior Director of Government Relations, The College Board (waives in support)
9:06:50 AM Sen. Baxley
9:07:47 AM S 836 reported favorably
9:07:52 AM S 486, Florida Best and Brightest Programs
9:08:00 AM Sen. Bradley
9:12:20 AM Sen. Stargel-Appearances
9:12:25 AM Khanh-Lien Banko, Resolution's Chair, Florida PTA (waives in support)
9:12:29 AM Marjorie Stahl, Teacher (waives in support)
9:12:36 AM Karen Pruitt, Vice-President, Osceola County Educational Association (waives in support)
9:12:43 AM Greg Gahrns, Teacher (waives in support)
9:12:51 AM Michael Weinert, (waives in support)
9:13:08 AM Dr. Madonna Higgs, Educator, (waives in support)
9:13:11 AM N. Sabrina Gates, Educator (waives in support)
9:13:17 AM Paula Ruffin Jefferson, Teacher (waives in support)
9:13:22 AM Elizabeth Brown-Davis, ESE Teacher (waives in support)
9:13:28 AM Stephanie Kunkel, Legislative and Political Specialist, Florida Education Association (waives in support)
9:13:36 AM Wendy Dodge, Director Legislative Affairs, Polk County Schools (waives in support)
9:13:45 AM Sen. Flores
9:14:59 AM Sen. Stargel
9:16:41 AM Sen. Bradley
9:17:20 AM S 486 reported favorably
9:17:25 AM S 434, Designation of School Grades
9:17:33 AM Sen. Montford
9:20:02 AM Sen. Stargel-Appearances
9:20:05 AM Jodi Tillman, Director, Big Bend Technical College
9:22:47 AM Joy Frank, General Counsel, Superintendent’s Association (waives in support)
9:22:53 AM Dr. Danny Glover, Superintendent, Taylor County School District (waives in support)
9:22:58 AM Scott Kittel, Policy Director, Foundation for Florida’s Future (waives in opposition)
9:23:13 AM Brenda Carlton, School Board Member, Taylor County (waives in support)
9:23:25 AM James Mosteller, Advocacy Associate, Foundation for Florida’s Future (waives in opposition)
9:23:30 AM Matthew Choy, Policy Director, Florida Chamber of Commerce (waives in support)
9:23:41 AM Khanh-Lien Banko, Resolution’s Chair, Florida PTA (waives in support)
9:23:44 AM Mursun Carr, Executive Director, Florida Association for Career & Technical Education (waives in support)
9:23:49 AM Mary Keen, Director, Riveroak Technical College (waives in support)
9:23:56 AM Heather McCoy, Principal, Taylor County High (waives in support)
9:24:03 AM Jeannie Mathis, Board Member, Taylor County School Board (waives in support)
9:24:15 AM Sen. Montford
9:25:22 AM S 434 reported favorably
9:25:34 AM Sen. Diaz (Chair)
9:25:37 AM S 72, Postsecondary Education
9:25:47 AM Sen. Stargel
9:25:58 AM Am. 828070
9:26:04 AM Sen. Stargel
9:28:51 AM Am 115158
9:28:56 AM Sen. Stargel
9:29:31 AM Am. 115158 adopted
9:29:32 AM Am. 828070 (cont.)
9:29:42 AM Sen. Baxley
9:30:16 AM Sen. Stargel
9:30:30 AM Sen. Montford
9:31:46 AM Sen. Stargel
9:32:36 AM Sen. Diaz - Appearances
9:33:02 AM Leanne Karstedt, Retired Teacher, Representing Retired Teachers (waives in opposition)
9:33:21 AM Kathleen Daily, Florida State University (waives in support)
9:33:33 AM Marshall Criser, Chancellor (waives in support)
9:33:49 AM Am. 828070 adopted
9:33:52 AM S 72 (cont.)
9:34:02 AM Sen. Diaz - Appearances
9:34:13 AM Kristin Whitaker, Assistant Vice-Chancellor, Florida Board of Governors (waives in support)
9:34:23 AM Felicia Bruce, Retired Teacher, FREA District 9 Representative (waives in opposition)
9:34:32 AM Sen. Flores
9:36:58 AM Sen. Baxley
9:38:06 AM Sen. Stargel
9:39:03 AM S 72 (reported favorably)
9:39:12 AM S 62, K-12 Education
9:39:31 AM Sen. Stargel
9:40:41 AM Am. 424324
9:41:07 AM Sen. Pizzo
9:41:23 AM Sen. Stargel
9:42:02 AM Am. 969850
9:42:09 AM Sen. Pizzo
9:43:16 AM Sen. Diaz - Appearances
9:43:27 AM Dr. Nancy Lawther, Florida PTA (waives in support)
9:43:32 AM Khanh-Lien Banko, Resolutions Chair, Florida PTA (waives in support)
9:43:44 AM Sen. Stargel
9:44:44 AM Sen. Pizzo
9:44:56 AM Am. 969850 fails
9:45:01 AM Am. 970912
9:45:24 AM Sen. Stargel
9:46:36 AM Am. 970912 adopted
9:46:44 AM Am. 449498
9:46:51 AM Sen. Stargel
9:47:40 AM Sen. Diaz - Appearances
9:47:45 AM Khanh-Lien Banko, Resolutions Chair, Florida PTA (waives in support)
9:47:53 AM Sen. Montford
9:48:10 AM Sen. Stargel
9:48:17 AM Am. 449498 adopted
9:48:21 AM Am. 424324 (cont.)
9:48:32 AM Brenda Dickinson, Lobbyist, Florida Council of Independent Schools (waives in support)
9:48:58 AM Am. 424324 adopted
9:49:01 AM S 62 (cont.)
9:49:10 AM Sen. Montford
9:51:16 AM Sen. Stargel
9:52:56 AM Sen. Montford
9:53:35 AM Sen. Stargel
9:55:00 AM Sen. Montford
9:55:45 AM Scott Kittel, Florida Policy Director, Foundation for Florida's Future (waives in support)
9:55:54 AM Roger Cuevas, Past President, Miami Dade Retired Educators Association (waives in opposition)
9:56:05 AM Robert Stephens, Legislative Chair, Florida Retired Teachers Association (waives in opposition)
9:56:23 AM Antonio De La Luz, Director, Florida Retired Educators Association, (waives in opposition)
9:56:30 AM Jay Joseph, Legislative Chair, Brevard Retired Educators (waives in opposition)
9:56:35 AM Pamela B. Schwartz, President, Florida Retired Educators Association (waives in opposition)
Evelyn Odom, Legislative Member, Palm Beach County Retired Educators Association (waives in opposition)

Linda Edson, Legislative Chair, Leon/Wakulla Retired Educators Association (waives in opposition)

Leanne Karstedt, Retired Teacher, Retired Teachers of Taylor, Dixie, Madison, Suwannee and Lafayette County (waives in opposition)

Felicia Bruce, District 9 Representative, Florida Retired Educators Association (waives in opposition)

Larry Zwain, Retired, Indivisible Mandarin (waives in opposition)

Sen. Book

F. Bruce

Sen. Pizzo

Sen. Pizzo

Sen. Pizzo

10:02:30 AM Janet Hayes, Retired Teacher, Florida Retired Educators Association (waives in opposition)

10:02:38 AM Carrie Frye, Executive Secretary, Key Women Educators (waives in opposition)

10:02:44 AM James Mosteller, Advocacy Associate, Foundation for Florida's Future (waives in opposition)

10:02:49 AM Rebecca Hughes, Retired, Florida Retired Associations (waives in opposition)

10:02:57 AM George Ellis, President, Miami Dade County Retired Educators Association (waives in opposition)

10:03:04 AM Ed Stanford, Legislative Chair District 1, Florida Retired Educators Association (waives in opposition)

10:03:21 AM John Sullivan, Director Legislative Affairs, Broward County Schools (speaks in support)

10:03:50 AM Wendy Dodge, Director Legislative Affairs, Polk County Schools (waives in support)

10:04:09 AM Melanie Birken, Social Worker, Broward County Public Schools (speaking for information on the bill)

10:06:48 AM Sen. Baxley

10:07:06 AM M. Birken

10:08:15 AM Sen. Stargel

10:09:07 AM M. Birken

10:09:29 AM Lenny Mujica, School Social Worker (spoke in support)

10:10:31 AM James Otto, Sex Toys of Clay County (speaking in support)

10:14:15 AM Sen. Montford

10:15:15 AM Sen. Pizzo

10:16:05 AM Sen. Baxley


10:21:29 AM N. Sabrina Gates, Educator (waives in opposition)

10:21:41 AM Sen. Stargel

10:24:55 AM S 62 reported favorably

10:25:03 AM Sen. Stargel (Chair cont.)

10:25:23 AM Sen. Pizzo

10:26:11 AM Sen. Simmons

10:26:26 AM Sen. Montford

10:26:27 AM *

10:26:28 AM *

10:26:29 AM *