

COMMITTEE MEETING EXPANDED AGENDA**BUDGET SUBCOMMITTEE ON EDUCATION PRE-K - 12****APPROPRIATIONS****Senator Simmons, Chair****Senator Montford, Vice Chair****MEETING DATE:** Wednesday, February 8, 2012**TIME:** 3:45 —4:45 p.m.**PLACE:** *Pat Thomas Committee Room*, 412 Knott Building**MEMBERS:** Senator Simmons, Chair; Senator Montford, Vice Chair; Senators Detert, Dockery, Flores, Lynn, Ring, Siplin, and Wise

		BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
TAB	BILL NO. and INTRODUCER		
1	Review and Discussion of Fiscal Year 2012-2013 Budget Issues relating to: Department of Education Office of Early Learning		Discussed
Other Related Meeting Documents			

The Status of the K-12 Comprehensive Research-Based Reading Plan in Florida School Districts

Presented by:

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Just Read, Florida! and the Office of Early Learning
Florida Department of Education

Florida Senate Education Appropriations Committee

February 8, 2012



District K-12 Reading Plans

1. Background of the Research-based Reading Instruction Allocation
2. Required Components of the Plan
3. Current Expenditures by Districts
4. Proposed Changes for 2012-13



Statutory Authority for the District K-12 Comprehensive Reading Plan tied to FEFP Funding

- Section 1011.62, F.S The Reading Allocation in the FEFP provides districts with the financial support to implement the K-12 Reading Plan
- “Annually, by a date determined by the Department of Education but before May 1, school districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office created pursuant to s. [1001.215](#).” FS 1011.62.



RESEARCH-BASED READING INSTRUCTION ALLOCATION—Section 1011.62, F.S

1. The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12.
2. Provide flexibility to districts for the use of Reading Allocation funds based on data.
3. FLDOE assist districts in setting goals and developing plans for reading achievement.



Requirements of the District K-12 Reading Plan

Funds allocated must be used to provide a system of comprehensive reading instruction which may include the following:

1. The provision of highly qualified reading coaches.
2. Professional development for teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text.
3. The provision of summer reading camps for students who score at Level 1 on FCAT Reading.
4. The provision of supplemental instructional materials that are grounded in scientifically based reading research.
5. The provision of intensive interventions for middle and high school students reading below grade level.

History of Reading Allocation Expenditures for the District K-12 Reading Plan

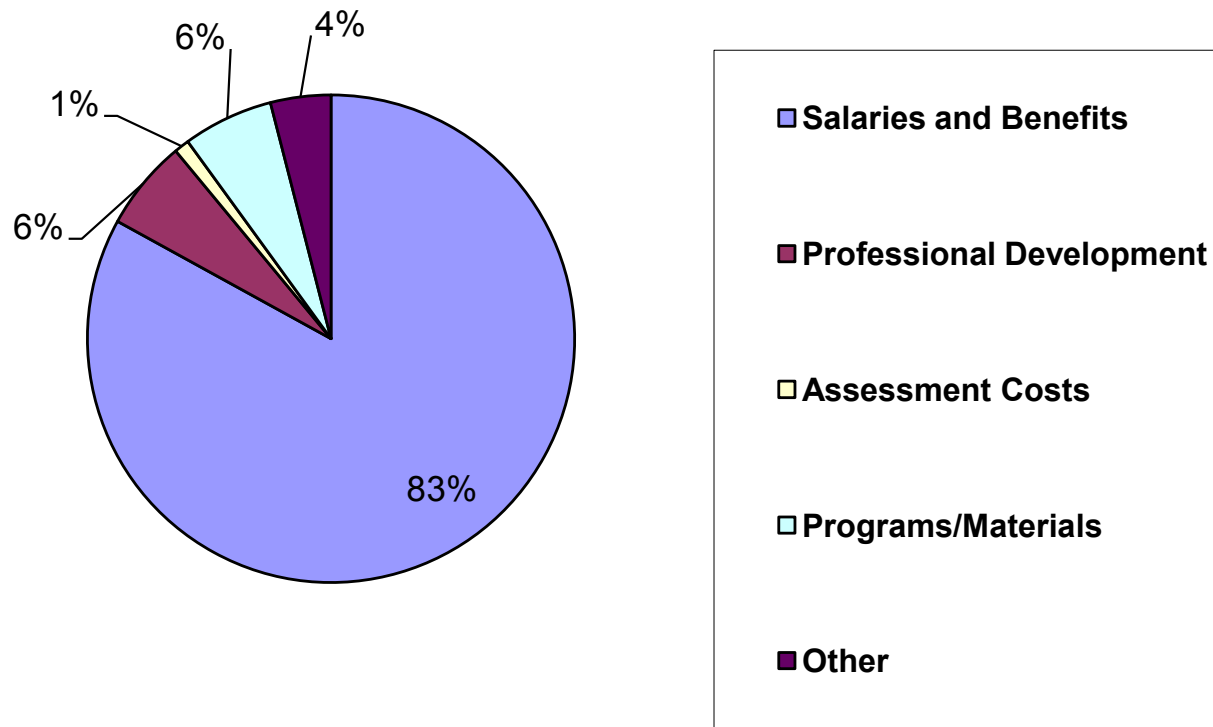


Reading - 10 Year Historical Expenditures for District K-12 Reading Plans

Fiscal Year	State Funds Total Expenditures	FEFP Reading Allocation	Federal Funds ARRA Total Expenditures	Federal Funds Non-ARRA Total Expenditures	Total Expenditures
2001-02	8,428,372	—	—	—	8,428,372
2002-03	17,845,238	—	—	16,061,165	33,906,403
2003-04	24,937,284	—	—	20,175,867	45,113,152
2004-05	45,904,000	—	—	52,500,432	98,404,432
2005-06	9,999,999	89,000,000	—	58,043,873	157,043,872
2006-07	18,498,526	111,800,000	—	58,043,050	188,341,576
2007-08	17,378,358	114,566,811	—	60,946,066	192,891,235
2008-09	11,750,000	109,102,676	—	52,979,674	173,832,350
2009-10	—	101,923,720	4,501,781	4,529,184	110,954,686
2010-11	—	101,731,186	1,336,147	3,513,179	106,580,512
2011-12	562,499	97,673,434	945,965	—	99,181,898
2012-13		Governor's Proposed Budget <u>195,346,868</u>			

Florida State Board Rule 6A-6.053 District K-12 Reading Plan

**Just Read, Florida!: 2012 District-Reported Breakdown of
State FEFP Reading Allocation**



„Other’ funding includes technology support for reading programs, travel, Summer reading camps/transportation, supplies, substitutes for training.

Florida State Board Rule 6A-6.053 District K-12 Reading Plan

Research-Based Reading Instruction Program

Budget for the Fiscal Year 2011-12

State FEFP Reading Allocation Categorical Expenditures

Estimated Expenditures - FEFP Reading Earmark Fund Source:

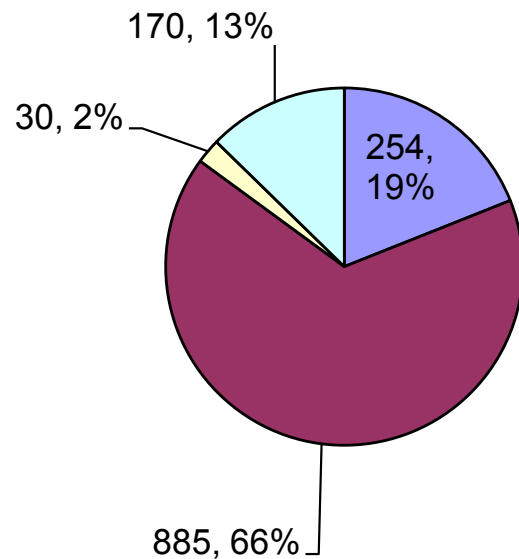
		% of Total:
Salaries and Benefits	\$77,158,129.00	83%
Professional Development	\$7,555,981.00	6%
Assessment Costs	\$1,091,248.00	1%
Programs/Materials	\$8,523,436.00	6%
Other	\$3,344,640.00	4%
Total Estimated Expenditures	\$97,673,434.00	100%

„Other’ funding includes technology support for reading programs, travel, Summer reading camps/transportation, supplies, substitutes for training.



Florida State Board Rule 6A-6.053 District K-12 Reading Plan

**Just Read, Florida!: District-Reported FEFP Reading Allocation
2012 Supported Salaries by Position Type**



- Funded Teacher Positions from Salaries and Benefits
- Funded Reading Coach Positions from Salaries and Benefits
- District Reading Support
- Summer Reading Camp Teachers



Focus for the 2011-12– District K-12 Reading Plan



Requirements for 2012-13 District K-12 Reading Plans

- Establishment of a K-2 Goal for Reading Achievement
- Setting a goal for increasing the percentage of students moving from:
 - Level 1 to Level 2
 - Level 2 to Level 3
 - Level 3 to 4
 - Level 4 to 5
- Increased focus on professional development emphasizing:
 - The importance of engaging students in appropriately complex text in the classroom
 - The importance of support in literacy skills throughout the school day
 - Prevention of reading deficiencies and early intervention if issues develop
- Additional detail submitted in the budget regarding planned expenditures



2012-13 District K-12 Reading Plan Expenditure Requirements – FEFP Reading Fund Source

Category	Dollars/Numbers/Details	Percentage of Total Allocation
Salaries and Benefits	\$	%
Full time Reading Coaches	#	
Part time Reading Coaches	#	
Elementary Reading Teachers or Interventionists	#	
Middle School Reading Teachers or Interventionists	#	
High School Reading Teachers or Interventionists	#	
Breakdown of Other Salaries	\$/Detail	
Professional Development	\$	%
Grades K-3	\$/Detail	
Grades 4-5	\$/Detail	
Grades 6-8	\$/Detail	
Grades 9-12	\$/Detail	
Intensive Reading Teachers	Detail	
Content Area Teachers	Detail	

2012-13 District K-12 Reading Plan Expenditure Requirements – FEFP Reading Fund Source

Category	Dollars/Numbers/Details	Percentage of Total Allocation
Instructional Resources	\$	%
Classroom Libraries	\$/Detail	
Instructional Materials	\$/Detail	
Technology Support	\$/Detail	
Support of Instructional Processes	\$	
Extended Day	\$	
Summer Reading Camp	\$	
Extended Number of Instructional Days	\$	
Total Estimated Expenditures from FEFP	\$	
Other Funding Sources Used to Implement K-12 Plan	\$/Detail	

Important goals of the District K-12 Reading Plan

1. Provide funding to increase the percentage of students reading “at grade level” each year at each grade level from kindergarten through tenth grade and decrease the percentage of students with serious reading difficulties each year at each grade level.



Student Achievement Metrics

Race to the Top Goals

1. Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit;
2. Reduce the achievement gap by half in 2015; and
3. Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.



District K-12 Reading Plan Submission Requirements



Timeline for Submission and Review of District K-12 Reading Plans

Due Date	Product	Feedback to district by	Next Action
March 30	Preliminary draft	May 31	Approved: No further action Not approved: Revisions necessary
May 18	Budget	May 31	Approved: funding released July 1 Not approved: Revisions required
June 18	Resubmit plan	n/a	Approved: funding released July 1 Not approved: Additional Revisions required
September 28	Reading Leadership Team Roster/Reading Coach Information	n/a	n/a



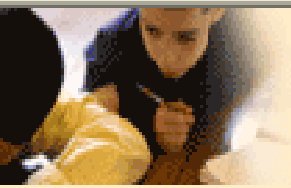
Web-based Narrative Section of the District K-12 Reading Plan

- The Narrative section is completed through web-based text entry
- Districts use a log-in system to access the system
- Schools provide information regarding instructional materials, assessments, reading intervention class sizes, and the availability of content area reading intervention on charts within the narrative sections.
- Fall (provided by principals)
 - Reading Coach Information
 - Reading Leadership Team Rosters



Web-based District K-12 Reading Plan Log-in

http://www.justreadflorida.com/Reading_Plans/district_login.aspx



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K12 Comprehensive Research Based Reading Plan

Select District:

Choose District



Enter Password:

Login

School users: If you need your password, please call or email your district reading contact.
District users: If you need your password, please contact the Just Read, Florida! office.

Web-based District K-12 Narrative Section

Enter Key

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325 West Gaines Street, Suite 1548 • Tallahassee, FL 32399-0400 • Phone: (850) 245-0503 • Fax: (850) 245-9530

District: Alachua

Serial #	K-12 Reading Plan Narrative	Status	Date		
1	Introduction and Background				
2	Leadership: District Level	Submitted Section		Submit	Print
3	Leadership: School Level			Submit	Print
4	Leadership: Budget			Submit	Print
5	Professional Development			Submit	Print
6	Elementary Student Achievement and Instruction			Submit	Print
7	Middle School Student Achievement and Instruction			Submit	Print
8	High School Achievement and Instruction			Submit	Print



Florida's Focus on Professional Development

High Quality Text-Based Instruction
+ Student Engagement With Text
+ Academic Rigor
= College and Career Readiness



6A-6.053 K-12 Comprehensive Research-Based Reading Plan.

(1) Annually, school districts shall submit a K-12 Comprehensive Reading Plan for the specific use of the research-based reading instruction allocation in the format prescribed by the Department for review and approval by the Just Read, Florida! Office pursuant to Section 1011.62, F.S. The K-12 Comprehensive Reading Plan must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning. This information must be reflected for all schools and grade levels, including charter schools, alternative schools, and juvenile justice facilities. The K-12 Comprehensive Research-Based Reading Plan must ensure that:

- (a) Leadership at the district and school level is guiding and supporting the initiative;
- (b) The analysis of data drives all decision-making;
- (c) Professional development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student performance data;

(d) Measurable student achievement goals are established and clearly described; and

(e) Appropriate research-based instructional materials and strategies are used to address specific student needs.

(2) Research-Based Reading Instruction Allocation. Districts will submit a budget for the K-12 Comprehensive Reading Plan, including salaries and benefits, professional development costs, assessment costs, and programs/materials costs. Budgets must be in accordance with the district approved plan.

(3) Reading Leadership Teams. Districts must describe the process the principal will use to form and maintain a Reading Leadership Team and report rosters of Reading Leadership Team members to the Just Read, Florida! Office in the fall of each school year.

(4) Professional Development. The plan must make adequate provisions to require principals to:

(a) Target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP);

(b) Differentiate and intensify professional development for teachers based on progress monitoring data;

(c) Identify mentor teachers and establish model classrooms within the school;

(d) Ensure that time is provided for teachers to meet weekly for professional development; and

(e) Provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan.

(5) Charter schools. Charter schools must be given the opportunity to participate in the district plan, but may opt not to participate. Charter schools that choose to participate in the plan must meet the requirements outlined in the District K-12 Comprehensive Reading Plan; however, they may meet these requirements through methods that differ from those in the district plan. One plan must be submitted for each district that includes charter schools that choose to participate. The district will maintain documentation of the following:

(a) District's offer of invitation to charter schools to participate in the plan;

(b) District's assurance that they will monitor charter schools for fidelity to the plan;

(c) Charter school's agreement to implement the plan with fidelity or charter school's decision not to participate; and

(d) Charter school's agreement to be monitored by the school district for fidelity to the plan.

As with any school in the district, charter schools are subject to the district prioritization of funds based on school need and do not receive a set amount of funding through the reading allocation based upon their student enrollment. If the charter school declines to participate, the funds that would have been directed to the school remain in the district to serve low performing schools.

(6) Reading/Literacy Coaches.

(a) District leadership must allocate resources to hire reading/literacy coaches for the schools determined to have the greatest need based on:

1. Student performance data;

2. Experience and expertise of the administration and faculty in reading assessment, instruction, and intervention; and

3. Receptiveness of administration and faculty to the coaching model.

(b) The district must ensure that the number of schools served by state, federal, or locally funded reading/literacy coaches is maintained or increased over the previous year and prioritized based on school need.

(c) All reading/literacy coaches must report their time to the Progress Monitoring and Reporting Network (PMRN) on a biweekly basis. Principals will be required to log onto the PMRN prior to the start of each school year to enroll their reading/literacy coach(es). Principals must provide the funding source(s) for each coach at the beginning of the school year. Any reading/literacy

coach who is funded through the Research-Based Reading Instruction Allocation in the Florida Education Finance Program (FEFP) as part of the K-12 Comprehensive Reading Plan must be a full-time coach. Reading/literacy coaches who split their time between two schools are considered full-time coaches.

(d) Districts must explain how they will monitor the implementation and effectiveness of the coaching model and assure communication between the district, school administration, and the reading coach throughout the year to address areas of concern.

(e) All schools utilizing reading/literacy coaches must implement the Just Read, Florida! reading/literacy coach model as described below:

1. The reading/literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches will support and provide initial and ongoing professional development to teachers in:

- a. Each of the major reading components, as needed, based on an analysis of student performance data;
- b. Administration and analysis of instructional assessments; and
- c. Providing differentiated instruction and intensive intervention.

2. Coaches will:

- a. Model effective instructional strategies for teachers;
- b. Facilitate study groups;
- c. Train teachers in data analysis and using data to differentiate instruction;
- d. Coach and mentor colleagues;
- e. Provide daily support to classroom teachers;
- f. Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity;
- g. Help to increase instructional density to meet the needs of all students;
- h. Help lead and support reading leadership teams at their school(s);
- i. Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;
- j. Report their coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN);
- k. Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms;
- l. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms;
- m. Not be asked to perform administrative functions that will confuse their role for teachers; and
- n. Spend limited time administering or coordinating assessments.

(f) While the reading coach must not be assigned a regular classroom teaching assignment, they are expected to work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.

(g) Minimum Qualifications. Reading/literacy coaches must have experience as successful classroom teachers. Coaches must exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must have a minimum of a bachelor's degree and advanced coursework or professional development in reading is required. The reading/literacy coach must be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.

(7) District level monitoring of the District K-12 Reading Plan Implementation. The plan must demonstrate adequate provisions for:

(a) Monitoring the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level, including an explanation of the data that will be collected, how it will be collected, and the frequency of review. Districts must also explain how concerns are communicated if it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students.

(b) Ensuring that all instruction in reading is systematic and explicit, based on data, and uses a research based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments.

(c) Incorporating reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding. This must include a description of the utilization of leveled classroom libraries and independent reading practice.

(d) Reporting of data elements as required by the K-12 Comprehensive Reading Plan (as indicated in Section 1001.215, F.S.) within the Automated Student and Staff Data Base System for survey periods 2, 3, and 5. These data elements include:

1. Progress Monitoring assessment scores not reported to PMRN,
2. Student Enrollment in Reading Intervention,
3. Reading Endorsement competency status for teachers,
4. Reading Certification progress status for teachers,
5. CAR-PD or NGCAR-PD status for teachers, in accordance with Rule 6A-5.090, F.A.C.

(8) School-level monitoring of District K-12 Reading Plan Implementation.

(a) Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walk throughs conducted by administrators.

(b) Districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

(9) Assessment, Curriculum, and Instruction.

(a) Elementary schools must teach reading in a dedicated, uninterrupted block of time of at least ninety (90) minutes duration daily to all students. The reading block will include whole group instruction utilizing a research based sequence of reading instruction (comprehensive core reading program) and small group differentiated instruction in order to meet individual student needs.

(b) A Comprehensive Core Reading Program (CCRP) must be taught as the major instructional tool for reading instruction. Districts are provided a performance-based flexibility option which may exempt schools from the use of the CCRP. Districts implementing this flexibility must describe their plan for reading instruction, including the intervention for students reading below grade level in grades K-5 or K-6 as applicable. It is a district decision whether to implement the following performance-based flexibility option. Elementary schools meeting all of the following criteria are not required to implement a Comprehensive Core Reading Program:

1. A current school grade of an A or B;
2. Adequate Yearly Progress (AYP) in reading met for all subgroups;
3. Ninety (90) percent of students meeting high standards in reading (an FCAT score of Level 3 or above).

(c) The second performance-based flexibility option may exempt elementary schools from the use of the CCRP as well as the ninety (90) minute reading block. Districts implementing this flexibility must report the reading instruction that will be provided, including the time allotted for reading instruction. It is a district decision whether to implement the following performance-based flexibility option: For students in grades four and five scoring Level 4 or 5 on FCAT reading, districts shall offer enrichment programs steeped in content that continue to develop the child's reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive ninety (90) minutes of reading instruction.

(d) K-12 reading instruction will align with Florida's Formula for Success, 6+4+ii+iii, which includes six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; four types of classroom assessments: screening, progress monitoring, diagnosis, and outcome measures; initial instruction (ii) including considerations for background knowledge, motivation, and the provision for print rich, explicit, systematic, scaffolded, and differentiated instruction, and the reading/writing connection; immediate, intensive intervention (iii): including extended time, flexible grouping, accommodations, and more frequent progress monitoring.

(e) Instructional Materials Charts:

1. Districts are required to submit Instructional Materials Charts that address all research-based instructional materials used to provide reading instruction with a description of how they will be integrated into the overall instructional design:

- a. Comprehensive Core Reading Programs (CCRP) – elementary school level only,
- b. Middle School Grades Developmental Reading Programs,

- c. Supplemental Intervention Reading Programs (SIRP),
- d. Intensive Comprehensive Intervention Reading Programs (IIRP),
- e. Educational technology.
- 2. The instructional materials charts must also address the following:
 - a. Reading instructional minutes per day – elementary school level only
 - b. Assessments listed by grade. Elementary – screening, progress monitoring, diagnostic, and outcome measure. Middle and High School – screening (including criteria for placement in extended time reading intervention), progress monitoring, diagnostic, and outcome measure.
 - c. Reading Intervention. Elementary – minutes per day, days per week, group size cap for intervention. Middle and High School – minutes per day, days per week, class size cap for reading intervention courses, and whether content area intervention is offered.
 - d. All charter schools and juvenile justice facilities must be listed within these charts. Districts must note which charter schools have opted out of the plan.
- (f) The plan must demonstrate compliance with Rule 6A-6.054, F.A.C., K-12 Student Reading Intervention Requirements.
- (g) Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-12. The chart must include:
 - 1. Name of assessment(s),
 - 2. Targeted audience,
 - 3. Performance benchmark used for decision-making,
 - 4. Assessment/curriculum connection,
 - 5. An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

Rulemaking Authority 1001.02(2), 1011.62(9) FS. Law Implemented 1001.02, 1001.215, 1011.62 FS. History—New 6-19-08, Amended 4-21-11.

2012-2013 Senate PreK-12 Appropriations		All Funds						General Revenue, Educational Enhancement TF & State School TF					
Chairman's Proposal, 2-8-12		2011-2012	Base	Base	2012-2013	Prior Year	% Change	2011-2012	Base	Base	2012-2013	Prior Year	% Change
		Total	Total	Adjustment	Total	Difference	from Prior	GR, EETF, SSTF	GR, EETF, SSTF	GR Adjustment	Total	Difference	from Prior
Voluntary Prekindergarten		-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-	-11-	-12-
1	Transfer VPK Funds to AWI	-	-	-	-	-	-	-	-	-	-	-	-
2	Early Learning Standards and Accountability	192,000	192,000	-	192,000	-	0.00%	192,000	192,000	-	192,000	-	0.00%
3	Prekindergarten Education	192,000	192,000	-	192,000	-	0.00%	192,000	192,000	-	192,000	-	0.00%
Early Learning													
4	Salaries and Benefits (97 FTE)	6,974,545	6,974,545	-	6,974,545	-	0.00%	3,504,973	3,504,973	-	3,504,973	-	0.00%
5	Other Personal Services (Temporary Employees)	89,000	89,000	-	89,000	-	0.00%	2,000	2,000	-	2,000	-	0.00%
6	Expenses	1,899,905	1,879,090	-	1,879,090	(20,815)	-1.10%	719,290	719,290	-	719,290	-	0.00%
7	Projects, Contracts and Grants	500,000	500,000	-	500,000	-	0.00%	-	-	-	-	-	-
8	Operating Capital Outlay	20,785	20,785	-	20,785	-	0.00%	5,785	5,785	-	5,785	-	0.00%
9	Contracted Services	548,399	444,464	103,935	548,399	-	0.00%	144,464	144,464	103,935	248,399	103,935	71.95%
10	School Readiness	616,762,636	607,956,225	(26,421,480)	581,534,745	(35,227,891)	-5.71%	137,516,235	137,516,235	3,806,411	141,322,646	3,806,411	2.77%
11	Data Systems for School Readiness	2,509,171	1,108,998	-	1,108,998	(1,400,173)	-55.80%	240,595	240,595	-	240,595	-	0.00%
12	Risk Management	13,556	13,556	-	13,556	-	0.00%	6,433	6,433	-	6,433	-	0.00%
13	Voluntary Prekindergarten Program	384,606,382	384,606,382	28,515,303	413,121,685	28,515,303	7.41%	384,606,382	384,606,382	28,515,303	413,121,685	28,515,303	7.41%
14	Transfer to DMS - HRS Purchased per Statewide Contract	23,732	23,732	-	23,732	-	0.00%	15,853	15,853	-	15,853	-	0.00%
15	State Operations - ARRA 2009	15,187	-	51,075	51,075	35,888	236.31%	-	-	-	-	-	-
16	Contracted Services - ARRA 2009	2,109,675	-	1,181,868	1,181,868	(927,807)	-43.98%	-	-	-	-	-	-
17	Salaries and Benefits - ARRA 2009	155,680	-	179,462	179,462	23,782	15.28%	-	-	-	-	-	-
18	Early Learning Info System Development (ELIS)	12,733,563	-	5,882,783	5,882,783	(6,850,780)	-53.80%	-	-	971,918	971,918	971,918	-
19	Southwood Shared Resource Center	10,604	10,085	(4,591)	5,494	(5,110)	-48.19%	-	-	-	-	-	-
20	Early Learning Services *	1,028,972,820	1,003,626,862	9,488,355	1,013,115,217	(15,857,603)	-1.54%	526,762,010	526,762,010	33,397,567	560,159,577	33,397,567	6.34%
K-12 - FEFP													
21	Florida Education Finance Program	5,661,790,790	5,437,790,790	1,120,753,409	6,558,544,199	896,753,409	15.84%	5,661,790,790	5,437,790,790	923,137,924	6,558,544,199	896,753,409	15.84%
22	Class Size Reduction	2,927,464,879	2,927,464,879	58,997,753	2,986,462,632	58,997,753	2.02%	2,927,464,879	2,927,464,879	58,997,753	2,986,462,632	58,997,753	2.02%
23	District Lottery and School Recognition Program	119,596,643	119,596,643	-	119,596,643	-	0.00%	119,596,643	119,596,643	-	119,596,643	-	0.00%
24	K-12 Program - FEFP	8,708,852,312	8,484,852,312	1,179,751,162	9,664,603,474	955,751,162	10.97%	8,708,852,312	8,484,852,312	982,135,677	9,664,603,474	955,751,162	10.97%
K-12 - Non-FEFP													
25	Sunlink Library Database	85,000	85,000	(85,000)	-	(85,000)	-100.00%	85,000	85,000	(85,000)	-	(85,000)	-100.00%
26	Learning thru Listening	760,000	760,000	-	760,000	-	0.00%	760,000	760,000	-	760,000	-	0.00%
27	Panhandle Area Education Consortium	300,000	300,000	-	300,000	-	0.00%	300,000	300,000	-	300,000	-	0.00%
28	Instructional Materials	1,145,000	1,145,000	(85,000)	1,060,000	(85,000)	-7.42%	1,145,000	1,145,000	(85,000)	1,060,000	(85,000)	-7.42%
29	Grants to Public Schools for Reading Programs	750,000	750,000	(250,000)	500,000	(250,000)	-33.33%	750,000	750,000	(250,000)	500,000	(250,000)	-33.33%
30	Assistance to Low Performing Schools	3,500,000	3,500,000	-	3,500,000	-	0.00%	3,500,000	3,500,000	-	3,500,000	-	0.00%
31	Best Buddies	586,477	586,477	-	586,477	-	0.00%	586,477	586,477	-	586,477	-	0.00%
32	Take Stock in Children	3,800,000	3,400,000	400,000	3,800,000	-	0.00%	3,800,000	3,400,000	400,000	3,800,000	-	0.00%
33	Big Brothers Big Sisters	1,930,248	1,930,248	100,000	2,030,248	100,000	5.18%	1,930,248	1,930,248	100,000	2,030,248	100,000	5.18%
34	Boys and Girls Clubs	1,538,450	1,538,450	-	1,538,450	-	0.00%	1,538,450	1,538,450	-	1,538,450	-	0.00%
35	Teen Trendsetters	200,000	200,000	-	200,000	-	0.00%	200,000	200,000	-	200,000	-	0.00%
36	YMCA State Alliance	764,972	764,972	-	764,972	-	0.00%	764,972	764,972	-	764,972	-	0.00%
37	Mentoring/Student Assistance Initiatives	8,820,147	8,420,147	500,000	8,920,147	100,000	1.13%	8,820,147	8,420,147	500,000	8,920,147	100,000	1.13%
38	College Reach Out Program	1,000,000	1,000,000	-	1,000,000	-	0.00%	1,000,000	1,000,000	-	1,000,000	-	0.00%
39	University of Florida	396,525	396,525	-	396,525	-	0.00%	396,525	396,525	-	396,525	-	0.00%
40	University of Miami	396,525	396,525	-	396,525	-	0.00%	396,525	396,525	-	396,525	-	0.00%
41	Florida State University	396,525	396,525	-	396,525	-	0.00%	396,525	396,525	-	396,525	-	0.00%
42	University of South Florida	396,525	396,525	-	396,525	-	0.00%	396,525	396,525	-	396,525	-	0.00%
43	University of Florida Health Science Center at Jacksonville	396,526	396,526	-	396,526	-	0.00%	396,526	396,526	-	396,526	-	0.00%
44	Florida Diagnostic and Learning Resources Centers	1,982,626	1,982,626	-	1,982,626	-	0.00%	1,982,626	1,982,626	-	1,982,626	-	0.00%
45	New World School of the Arts	400,000	400,000	-	400,000	-	0.00%	400,000	400,000	-	400,000	-	0.00%
46	School District Matching Grants Program	1,393,891	1,393,891	399,655	1,793,546	399,655	28.67%	1,393,891	1,393,891	399,655	1,793,546	399,655	28.67%
47	Teacher and School Administrator Death Benefits	18,000	18,000	-	18,000	-	0.00%	18,000	18,000	-	18,000	-	0.00%
48	Risk Management Insurance	626,488	626,488	-	626,488	-	0.00%	578,868	578,868	-	578,868	-	0.00%
49	USF/FL Mental Health Institute	872,630	872,630	-	872,630	-	0.00%	872,630	872,630	-	872,630	-	0.00%
50	UCF College of Medicine	605,129	605,129	-	605,129	-	0.00%	605,129	605,129	-	605,129	-	0.00%
51	UCF	747,284	747,284	-	747,284	-	0.00%	747,284	747,284	-	747,284	-	0.00%
52	UM Pediatrics incl. \$ for Broward thru Nova	945,826	945,826	-	945,826	-	0.00%	945,826	945,826	-	945,826	-	0.00%

2012-2013 Senate PreK-12 Appropriations Chairman's Proposal, 2-8-12		All Funds						General Revenue, Educational Enhancement TF & State School TF					
		2011-2012	Base	Base	2012-2013	Prior Year	% Change	2011-2012	Base	Base	2012-2013	Prior Year	% Change
		Total	Total	Adjustment	Total	Difference	from Prior	GR, EETF, SSTF	GR, EETF, SSTF	GR Adjustment	Total	Difference	from Prior
53	FAU	473,254	473,254	-	473,254	-	0.00%	473,254	473,254	-	473,254	-	0.00%
54	UF Jacksonville	630,609	630,609	-	630,609	-	0.00%	630,609	630,609	-	630,609	-	0.00%
55	FSU Communications	700,693	700,693	-	700,693	-	0.00%	700,693	700,693	-	700,693	-	0.00%
56	Autism Program	4,975,425	4,975,425	-	4,975,425	-	0.00%	4,975,425	4,975,425	-	4,975,425	-	0.00%
57	Regional Education Consortium Services	1,445,390	1,445,390	-	1,445,390	-	0.00%	1,445,390	1,445,390	-	1,445,390	-	0.00%
58	Superintendent Training	167,713	167,713	50,000	217,713	50,000	29.81%	167,713	167,713	50,000	217,713	50,000	29.81%
59	Principal of the Year	29,426	29,426	-	29,426	-	0.00%	29,426	29,426	-	29,426	-	0.00%
60	Teacher of the Year	18,730	18,730	-	18,730	-	0.00%	18,730	18,730	-	18,730	-	0.00%
61	School Related Personnel of the Year	6,182	6,182	-	6,182	-	0.00%	6,182	6,182	-	6,182	-	0.00%
62	Federal Funds	134,580,906	134,580,906	-	134,580,906	-	0.00%	-	-	-	-	-	-
63	Teacher Professional Development	134,802,957	134,802,957	50,000	134,852,957	50,000	0.04%	222,051	222,051	50,000	272,051	50,000	22.52%
64	State Science Fair	42,032	42,032	30,000	72,032	30,000	71.37%	42,032	42,032	30,000	72,032	30,000	71.37%
65	Academic Tourney	55,476	55,476	10,000	65,476	10,000	18.03%	55,476	55,476	10,000	65,476	10,000	18.03%
66	Arts for a Complete Education	110,952	110,952	-	110,952	-	0.00%	110,952	110,952	-	110,952	-	0.00%
67	Project to Advance School Success	508,983	508,983	(508,983)	-	(508,983)	-100.00%	508,983	508,983	(508,983)	-	(508,983)	-100.00%
68	Learning for Life	869,813	869,813	-	869,813	-	0.00%	869,813	869,813	-	869,813	-	0.00%
69	Girl Scouts	267,635	267,635	-	267,635	-	0.00%	267,635	267,635	-	267,635	-	0.00%
70	Black Male Explorers	114,701	114,701	-	114,701	-	0.00%	114,701	114,701	-	114,701	-	0.00%
70a	African American Task Force	-	-	100,000	100,000	100,000	-	-	-	100,000	100,000	100,000	-
70b	Florida Holocaust Museum	-	-	100,000	100,000	100,000	-	-	-	100,000	100,000	100,000	-
70c	Girls Incorporated of Sarasota County	-	-	100,000	100,000	100,000	-	-	-	100,000	100,000	100,000	-
71	School and Instructional Enhancements	1,969,592	1,969,592	(168,983)	1,800,609	(168,983)	-8.58%	1,969,592	1,969,592	(168,983)	1,800,609	(168,983)	-8.58%
72	Exceptional Education	3,347,080	3,347,080	-	3,347,080	-	0.00%	1,013,726	1,013,726	-	1,013,726	-	0.00%
73	Florida School for the Deaf and the Blind	44,094,809	44,094,809	-	44,094,809	-	0.00%	39,755,955	39,755,955	-	39,755,955	-	0.00%
74	Transfer to DMS - HRS Purchased per Statewide Contract	252,926	252,926	-	252,926	-	0.00%	214,472	214,472	-	214,472	-	0.00%
75	K-12 Program - Non-FEFP	210,524,331	210,124,331	445,672	210,570,003	45,672	0.02%	69,185,143	68,785,143	445,672	69,230,815	45,672	0.07%
K-12 - Federal Grants													
76	Projects, Contracts and Grants	3,999,420	3,999,420	-	3,999,420	-	0.00%	-	-	-	-	-	-
77	Federal Grants and Aids	1,512,712,755	1,512,712,755	200,000	1,512,912,755	200,000	0.01%	-	-	-	-	-	-
78	African American Task Force	100,000	100,000	(100,000)	-	(100,000)	-100.00%	-	-	-	-	-	-
79	Florida Holocaust Museum	100,000	100,000	(100,000)	-	(100,000)	-100.00%	-	-	-	-	-	-
80	Total Federal Grants and Aids	1,512,912,755	1,512,912,755	-	1,512,912,755	-	0.00%	-	-	-	-	-	-
81	School Lunch Program	942,307,194	-	-	-	(942,307,194)	-100.00%	-	-	-	-	-	-
82	School Lunch Program - State Match	16,886,046	-	-	-	(16,886,046)	-100.00%	16,886,046	-	-	-	(16,886,046)	-100.00%
83	Domestic Security	5,409,971	5,409,971	-	5,409,971	-	0.00%	-	-	-	-	-	-
84	Strategic Education Initiatives	196,922,877	196,922,877	15,818,425	212,741,302	15,818,425	8.03%	-	-	-	-	-	-
85	Partnership for Assessment of Readiness for College and Careers	28,333,892	28,333,892	36,076,881	64,410,773	36,076,881	127.33%	-	-	-	-	-	-
86	K-12 Program - Federal Grants	2,706,772,155	1,747,578,915	51,895,306	1,799,474,221	(907,297,934)	-33.52%	16,886,046	-	-	-	(16,886,046)	-100.00%
Educational Media & Technology Services													
87	Capitol Technical Center	149,624	149,624	-	149,624	-	0.00%	149,624	149,624	-	149,624	-	0.00%
88	NEFEG Instruction for Credit Recovery PAEC Web-Based Counseling	400,000	400,000	(20,000)	380,000	(20,000)	-5.00%	400,000	400,000	(20,000)	380,000	(20,000)	-5.00%
89	Instructional Technology	400,000	400,000	-	380,000	(20,000)	-5.00%	400,000	400,000	(20,000)	380,000	(20,000)	-5.00%
90	Statewide Governmental and Cultural Affairs Programming	497,522	497,522	-	497,522	-	0.00%	497,522	497,522	-	497,522	-	0.00%
91	Florida Channel Closed Captioning	340,862	340,862	-	340,862	-	0.00%	340,862	340,862	-	340,862	-	0.00%
92	Florida Channel Year Round Coverage	1,806,676	1,306,676	500,000	1,806,676	-	0.00%	1,806,676	1,306,676	500,000	1,806,676	-	0.00%
93	Public Broadcasting	2,645,060	2,145,060	500,000	2,645,060	-	0.00%	2,645,060	2,145,060	500,000	2,645,060	-	0.00%
94	Educational Media & Technology Services	3,194,684	2,694,684	500,000	3,174,684	(20,000)	-0.63%	3,194,684	2,694,684	480,000	3,174,684	(20,000)	-0.63%
State Board of Education													
95	Salaries and Benefits (1029 FTE)	66,125,515	63,545,003	-	63,545,003	(2,580,512)	-3.90%	18,957,506	18,957,506	-	18,957,506	-	0.00%
96	Other Personal Services (Temporary Employees)	2,242,305	2,115,285	47,160	2,162,445	(79,860)	-3.56%	227,539	227,539	-	227,539	-	0.00%
97	Expenses	17,511,161	16,468,864	(2,211,278)	14,257,586	(3,253,575)	-18.58%	2,691,998	2,691,998	-	2,691,998	-	0.00%
98	Operating Capital Outlay	1,715,272	1,657,834	(44,666)	1,613,168	(102,104)	-5.95%	45,970	45,970	-	45,970	-	0.00%
99	Assessment and Evaluation	86,611,665	75,765,624	9,373,671	85,139,295	(1,472,370)	-1.70%	31,422,090	31,422,090	10,802,929	42,225,019	10,802,929	34.38%
100	Transfer to Division of Administrative Hearings	260,822	260,822	(49,376)	211,446	(49,376)	-18.93%	260,822	260,822	(49,376)	211,446	(49,376)	-18.93%

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		2011-2012	Base	Base	2012-2013	Prior Year	% Change	2011-2012	Base	Base	2012-2013	Prior Year	% Change
		Total	Total	Adjustment	Total	Difference	from Prior	GR, EETF, SSTF	GR, EETF, SSTF	GR Adjustment	Total	Difference	from Prior
101	Contracted Services	19,736,111	17,699,572	(1,645,587)	16,053,985	(3,682,126)	-18.66%	633,162	633,162	(110,463)	522,699	(110,463)	-17.45%
102	Choices Product Sales	200,000	200,000	(46,574)	153,426	(46,574)	-23.29%	-	-	-	-	-	-
103	Educational Facilities Research And Development Projects	200,000	200,000	-	200,000	-	0.00%	-	-	-	-	-	-
104	Student Financial Assistance Management Information System	460,220	460,220	(112,642)	347,578	(112,642)	-24.48%	-	-	-	-	-	-
105	Risk Management Insurance	599,792	575,888	-	575,888	(23,904)	-3.99%	153,038	153,038	-	153,038	-	0.00%
106	Transfer to DMS - HRS Purchased per Statewide Contract	415,644	397,916	-	397,916	(17,728)	-4.27%	148,993	148,993	-	148,993	-	0.00%
107	Education Technology And Information Services	8,811,214	8,545,586	1,327,166	9,872,752	1,061,538	12.05%	3,151,708	3,151,708	(1,109,022)	2,042,686	(1,109,022)	-35.19%
108	Southwood Shared Resource Center	17,080	17,080	375,005	392,085	375,005	2195.58%	-	-	132,736	132,736	132,736	-
109	Northwest Regional Data Center (NWRDC)	1,152,331	1,152,331	2,772,853	3,925,184	2,772,853	240.63%	165,444	165,444	1,129,861	1,295,305	1,129,861	682.93%
110	State Board of Education	206,059,132	189,062,025	9,785,732	198,847,757	(7,211,375)	-3.50%	57,858,270	57,858,270	10,796,665	68,654,935	10,796,665	18.66%
111	Total	12,864,567,434	11,638,131,129	1,251,866,227	12,889,977,356	25,409,922	0.20%	9,382,930,465	9,141,144,419	1,027,255,581	10,366,015,485	983,085,020	10.48%

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1 A bill to be entitled
2 An act relating to kindergarten through grade 12
3 education funding; amending s. 1001.42, F.S.;
4 requiring that any contract or employment agreement,
5 or renewal or renegotiation of an existing contract or
6 employment agreement, entered into by a school
7 district with an officer, agent, employee, or
8 contractor which contains a provision for severance
9 pay include provisions in s. 215.425, F.S., relating
10 to limitations on extra compensation, bonuses, and
11 severance pay; requiring that each district school
12 board enter into an interlocal agreement for the
13 purpose of establishing the School District
14 Consortium; amending s. 1001.50, F.S.; requiring that
15 any employment contract entered into by a district
16 school board with a district school superintendent
17 which contains a provision for severance pay include
18 provisions in s. 215.425, F.S.; amending s. 1002.33,
19 F.S.; revising provisions relating to the calculation
20 of the total administrative fee for providing
21 administrative and educational services to charter
22 schools; amending s. 1003.03, F.S.; extending dates
23 relating to calculations for the class size maximum;
24 amending s. 1003.52, F.S.; providing for the funding
25 of juvenile justice education programs; amending s.
26 1006.40, F.S.; authorizing the Commissioner of
27 Education to waive a requirement relating to the
28 purchase of current instructional materials for school
29 districts under certain circumstances; amending s.

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1011.61, F.S.; revising the definition of the term
"full-time equivalent student" for full-time students
enrolled in a combination of certain programs;
revising provisions relating to the funding of
students in kindergarten through grade 12 or
exceptional children in a prekindergarten program to
conform to changes made by the act; amending s.
1011.62, F.S.; requiring that each school district
having low-performing elementary schools use funds
from the supplemental academic instruction categorical
fund, along with the school district's research-based
reading instruction allocation, to provide an
additional hour of instruction per day for intensive
reading instruction; requiring that the Department of
Education monitor and track the implementation of each
school district's comprehensive reading plan and
report its findings to the Legislature by a specified
date each year; revising provisions relating to the
total allocation of state funds to each district for
current operations; amending s. 1013.03, F.S.;
authorizing the Commissioner of Education to grant
waivers to district school boards from certain
requirements relating to the validation of surveys and
inventory data under certain circumstances; amending
s. 1013.35, F.S.; requiring that each district school
board have a financial management and performance
audit conducted of the district's educational planning
and construction activities; requiring that the
calculation required in s. 1003.03(4)(a)4., F.S., be

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an amount equal to 50 percent of the base student allocation adjusted by the district cost differential for a specified fiscal year; providing effective dates.

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

Section 1. Subsections (24) and (25) of section 1001.42, Florida Statutes, are amended, and a new subsection (25) is added to that section, to read:

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

(24) EMPLOYMENT CONTRACTS.—If a school district enters into a contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, with an officer, agent, employee, or contractor which contains a provision for severance pay, the contract or employment agreement must include the provisions of s. 215.425. ~~A district school board may not enter into an employment contract that requires the district to pay from state funds an employee an amount in excess of 1 year of the employee's annual salary for termination, buyout, or any other type of contract settlement. This subsection does not prohibit the payment of earned leave and benefits in accordance with the district's leave and benefits policies which were accrued by the employee before the contract terminates.~~

(25) INTERLOCAL AGREEMENTS.—Each district school board shall enter into an interlocal agreement as provided in s.

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163.01 for the purpose of establishing the School District Consortium and maximizing the purchasing power for goods and services. A consortium may be statewide or regional, as appropriate to achieve the lowest cost. Any purchase made outside a consortium contract is prohibited unless the board determines, at a duly noticed public meeting, that it is financially advantageous to the school district.

~~(26)-(25)~~ ADOPT RULES.—Adopt rules pursuant to ss. 120.536(1) and 120.54 to implement this section.

Section 2. Subsection (2) of section 1001.50, Florida Statutes, is amended to read:

1001.50 Superintendents employed under Art. IX of the State Constitution.—

(2) Each ~~The~~ district school board ~~of each of such districts~~ shall enter into an employment contract ~~contracts of employment~~ with the district school superintendent and shall adopt rules relating to his or her appointment; however, if the employment contract contains a provision for severance pay, it must include the provisions required by s. 215.425. ~~the district school board may not enter into an employment contract that requires the district to pay from state funds a superintendent an amount in excess of 1 year of the superintendent's annual salary for termination, buyout, or any other type of contract settlement. This subsection does not prohibit the payment of earned leave and benefits in accordance with the district's leave and benefits policies which were accrued by the superintendent before the contract terminates.~~

Section 3. Paragraph (a) of subsection (20) of section 1002.33, Florida Statutes, is amended to read:

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1002.33 Charter schools.—

(20) SERVICES.—

(a)1. A sponsor shall provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services; exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the federal lunch program, consistent with the needs of the charter school, are provided by the school district at the request of the charter school, that any funds due to the charter school under the federal lunch program be paid to the charter school as soon as the charter school begins serving food under the federal lunch program, and that the charter school is paid at the same time and in the same manner under the federal lunch program as other public schools serviced by the sponsor or the school district; test administration services, including payment of the costs of state-required or district-required student assessments; processing of teacher certificate data services; and information services, including equal access to student information systems that are used by public schools in the district in which the charter school is located. Student performance data for each student in a charter school, including, but not limited to, FCAT scores, standardized test scores, previous public school student report cards, and student performance measures, shall be provided by the sponsor to a charter school in the same manner provided to other public schools in the district.

2. A total administrative fee for the provision of such

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146 services shall be calculated based upon up to 5 percent of the
147 available funds defined in paragraph (17)(b) for all students,
148 except that when 75 percent or more of the students enrolled in
149 the charter school are exceptional students as defined in s.
150 1003.01(3), the 5 percent of those available funds shall be
151 calculated based on unweighted full-time equivalent students.
152 However, a sponsor may only withhold up to a 5-percent
153 administrative fee for enrollment for up to and including 250
154 students. For charter schools with a population of 251 or more
155 students, the difference between the total administrative fee
156 calculation and the amount of the administrative fee withheld
157 may only be used for capital outlay purposes specified in s.
158 1013.62(2).

159 3. For high-performing charter schools, as defined in ch.
160 2011-232, a sponsor may withhold a total administrative fee of
161 up to 2 percent for enrollment up to and including 250 students
162 per school.

163 4. In addition, a sponsor may withhold only up to a 5-
164 percent administrative fee for enrollment for up to and
165 including 500 students within a system of charter schools which
166 meets all of the following:

167 a. Includes both conversion charter schools and
168 nonconversion charter schools;

169 b. Has all schools located in the same county;

170 c. Has a total enrollment exceeding the total enrollment of
171 at least one school district in the state;

172 d. Has the same governing board; and

173 e. Does not contract with a for-profit service provider for
174 management of school operations.

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175 5. The difference between the total administrative fee
176 calculation and the amount of the administrative fee withheld
177 pursuant to subparagraph 4. may be used for instructional and
178 administrative purposes as well as for capital outlay purposes
179 specified in s. 1013.62(2).

180 6. For a high-performing charter school system that also
181 meets the requirements in subparagraph 4., a sponsor may
182 withhold a 2-percent administrative fee for enrollments up to
183 and including 500 students per system.

184 7. Sponsors shall not charge charter schools any additional
185 fees or surcharges for administrative and educational services
186 in addition to the maximum 5-percent administrative fee withheld
187 pursuant to this paragraph.

188 8. The sponsor of a virtual charter school may withhold a
189 fee of up to 5 percent. The funds shall be used to cover the
190 cost of services provided under subparagraph 1. and for the
191 school district's local instructional improvement system
192 pursuant to s. 1006.281 or other technological tools that are
193 required to access electronic and digital instructional
194 materials.

195 Section 4. Paragraph (a) of subsection (4) of section
196 1003.03, Florida Statutes, is amended to read:

197 1003.03 Maximum class size.—

198 (4) ACCOUNTABILITY.—

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

203 1. Identify, for each grade group, the number of classes in

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which the number of students exceeds the maximum and the total number of students which exceeds the maximum for all classes.

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

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

4. Multiply the total number of FTE students which exceeds the maximum for all classes by an amount equal to 50 percent of the base student allocation adjusted by the district cost differential for the 2010-2011 fiscal year through the 2013-2014 fiscal year and by an amount equal to the base student allocation adjusted by the district cost differential beginning in the 2014-2015 ~~2011-2012~~ fiscal year and thereafter.

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

Section 5. Subsection (12) of section 1003.52, Florida Statutes, is amended to read:

1003.52 Educational services in Department of Juvenile Justice programs.—

(12) (a) Funding for eligible students enrolled in juvenile justice education programs shall be provided through the Florida Education Finance Program as provided in s. 1011.62 and the General Appropriations Act. Funding shall include, at a minimum:

1. Weighted program funding or the basic amount for current operation multiplied by the district cost differential as provided in s. 1011.62(1)(r) and (2);

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233 2. The supplemental allocation for juvenile justice
234 education as provided in s. 1011.62(10);

235 3. A proportionate share of the district's exceptional
236 student education guaranteed allocation, the supplemental
237 academic instruction allocation, and the instructional materials
238 allocation;

239 4. An amount equivalent to the proportionate share of the
240 state average potential discretionary local effort for
241 operations, which shall be determined as follows:

242 a. If the district levies the maximum discretionary local
243 effort and the district's discretionary local effort per FTE is
244 less than the state average potential discretionary local effort
245 per FTE, the proportionate share shall include both the
246 discretionary local effort and the compression supplement per
247 FTE. If the district's discretionary local effort per FTE is
248 greater than the state average per FTE, the proportionate share
249 shall be equal to the state average; or

250 b. If the district does not levy the maximum discretionary
251 local effort and the district's actual discretionary local
252 effort per FTE is less than the state average potential
253 discretionary local effort per FTE, the proportionate share
254 shall be equal to the district's actual discretionary local
255 effort per FTE. If the district's actual discretionary local
256 effort per FTE is greater than the state average per FTE, the
257 proportionate share shall be equal to the state average
258 potential local effort per FTE; and

259 5. A proportionate share of the district's proration to
260 funds available, if necessary. ~~The district school board shall~~
261 ~~fund the educational program in a Department of Juvenile Justice~~

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262 ~~facility at the same or higher level of funding for equivalent~~
263 ~~students in the district school system based on the funds~~
264 ~~generated by state funding through the Florida Education Finance~~
265 ~~Program for such students. It is the intent of the Legislature~~
266 ~~that the school district maximize its available local, state,~~
267 ~~and federal funding to a juvenile justice program.~~

268 ~~(a) Juvenile justice educational programs shall be funded~~
269 ~~in the appropriate FEFP program based on the educational~~
270 ~~services needed by the student for Department of Juvenile~~
271 ~~Justice programs in accordance with s. 1011.62.~~

272 ~~(b) Juvenile justice educational programs to receive the~~
273 ~~appropriate FEFP funding for Department of Juvenile Justice~~
274 ~~programs shall include those operated through a contract with~~
275 ~~the Department of Juvenile Justice and which are under purview~~
276 ~~of the Department of Juvenile Justice quality assurance~~
277 ~~standards for education.~~

278 ~~(c) Consistent with the rules of the State Board of~~
279 ~~Education, district school boards are required to request an~~
280 ~~alternative FTE survey for Department of Juvenile Justice~~
281 ~~programs experiencing fluctuations in student enrollment.~~

282 ~~(d) FTE count periods shall be prescribed in rules of the~~
283 ~~State Board of Education and shall be the same for programs of~~
284 ~~the Department of Juvenile Justice as for other public school~~
285 ~~programs. The summer school period for students in Department of~~
286 ~~Juvenile Justice programs shall begin on the day immediately~~
287 ~~following the end of the regular school year and end on the day~~
288 ~~immediately preceding the subsequent regular school year.~~
289 ~~Students shall be funded for no more than 25 hours per week of~~
290 ~~direct instruction.~~

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(e) Each juvenile justice education program must receive all federal funds for which the program is eligible.

Section 6. Subsection (2) of section 1006.40, Florida Statutes, is amended to read:

1006.40 Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.—

(2) Each district school board must purchase current instructional materials to provide each student with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12. Such purchase must be made within the first 2 years after the effective date of the adoption cycle; however, upon request of a school district, the Commissioner of Education may provide a waiver of the 2-year requirement if the school district demonstrates that the content of the instructional materials is provided by alternative means.

Section 7. Paragraph (c) of subsection (1) and subsection (4) of section 1011.61, Florida Statutes, are amended to read:

1011.61 Definitions.—Notwithstanding the provisions of s. 1000.21, the following terms are defined as follows for the purposes of the Florida Education Finance Program:

(1) A “full-time equivalent student” in each program of the district is defined in terms of full-time students and part-time students as follows:

(c)1. A “full-time equivalent student” is:

a. A full-time student in any one of the programs listed in s. 1011.62(1)(c); or

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320 b. A combination of full-time or part-time students in any
321 one of the programs listed in s. 1011.62(1)(c) which is the
322 equivalent of one full-time student based on the following
323 calculations:

324 (I) A full-time student in a combination of programs listed
325 in s. 1011.62(1)(c) shall be a fraction of a full-time
326 equivalent membership in each ~~special~~ program equal to the
327 number of net hours per school year for which he or she is a
328 member, divided by the appropriate number of hours set forth in
329 subparagraph (a)1. or subparagraph (a)2. The sum of the
330 fractions for each program may not exceed the maximum value set
331 forth in subsection (4). ~~The difference between that fraction or~~
332 ~~sum of fractions and the maximum value as set forth in~~
333 ~~subsection (4) for each full-time student is presumed to be the~~
334 ~~balance of the student's time not spent in such special~~
335 ~~education programs and shall be recorded as time in the~~
336 ~~appropriate basic program.~~

337 (II) A prekindergarten handicapped student shall meet the
338 requirements specified for kindergarten students.

339 (III) A full-time equivalent student for students in
340 kindergarten through grade 5 in a virtual instruction program
341 under s. 1002.45 or a virtual charter school under s. 1002.33
342 shall consist of a student who has successfully completed a
343 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is
344 promoted to a higher grade level.

345 (IV) A full-time equivalent student for students in grades
346 6 through 12 in a virtual instruction program under s.
347 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.
348 1002.33 shall consist of six full credit completions in programs

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349 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions
350 may be a combination of full-credit courses or half-credit
351 courses. Beginning in the 2014-2015 fiscal year, when s.
352 1008.22(3)(g) is implemented, the reported full-time equivalent
353 students and associated funding of students enrolled in courses
354 requiring passage of an end-of-course assessment shall be
355 adjusted after the student completes the end-of-course
356 assessment.

357 (V) A Florida Virtual School full-time equivalent student
358 shall consist of six full credit completions or the prescribed
359 level of content that counts toward promotion to the next grade
360 in the programs listed in s. 1011.62(1)(c)1.a. and b. for
361 kindergarten through grade 8 and the programs listed in s.
362 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions
363 may be a combination of full-credit courses or half-credit
364 courses. Beginning in the 2014-2015 fiscal year, when s.
365 1008.22(3)(g) is implemented, the reported full-time equivalent
366 students and associated funding of students enrolled in courses
367 requiring passage of an end-of-course assessment shall be
368 adjusted after the student completes the end-of-course
369 assessment.

370 (VI) Each successfully completed full-credit course earned
371 through an online course delivered by a district other than the
372 one in which the student resides shall be calculated as 1/6 FTE.

373 (VII) Each successfully completed credit earned under the
374 alternative high school course credit requirements authorized in
375 s. 1002.375, which is not reported as a portion of the 900 net
376 hours of instruction pursuant to subparagraph (1)(a)1., shall be
377 calculated as 1/6 FTE.

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2. A student in membership in a program scheduled for more or less than 180 school days or the equivalent on an hourly basis as specified by rules of the State Board of Education is a fraction of a full-time equivalent membership equal to the number of instructional hours in membership divided by the appropriate number of hours set forth in subparagraph (a)1.; however, for the purposes of this subparagraph, membership in programs scheduled for more than 180 days is limited to students enrolled in juvenile justice education programs and the Florida Virtual School.

The department shall determine and implement an equitable method of equivalent funding for experimental schools and for schools operating under emergency conditions, which schools have been approved by the department to operate for less than the minimum school day.

(4) The maximum value for funding a student in kindergarten through grade 12 or in a prekindergarten program for exceptional children as provided in s. 1003.21(1)(e), ~~except for a student as set forth in sub-sub-subparagraph (1)(c)1.b.(I),~~ is one full-time equivalent student membership for a school year or equivalent.

Section 8. Paragraph (f) of subsection (1), paragraph (b) of subsection (6), subsection (9), and paragraph (b) of subsection (13) 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

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annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

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

(f) *Supplemental academic instruction; categorical fund.*—

1. There is created a categorical fund to provide supplemental academic instruction to students in kindergarten through grade 12. This paragraph may be cited as the "Supplemental Academic Instruction Categorical Fund."

2. Categorical funds for supplemental academic instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. These funds shall be in addition to the funds appropriated on the basis of FTE student membership in the Florida Education Finance Program and shall be included in the total potential funds of each district. These funds shall be used to provide supplemental academic instruction to students enrolled in the K-12 program. For the 2012-2013 and 2013-2014 fiscal years, each school district that has elementary schools designated as having a grade of "D" or "F" or elementary schools that are on the Persistently Low Achieving list shall use these funds, together with the funds provided in the school district's research-based reading instruction allocation and other available funds, to provide an additional hour of instruction beyond the normal school day for each day of the entire school year for the purpose of providing intensive reading instruction for the

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students in such elementary schools. After this requirement has
been met, supplemental instruction strategies may include, but
are not limited to: modified curriculum, reading instruction,
after-school instruction, tutoring, mentoring, class size
reduction, extended school year, intensive skills development in
summer school, and other methods for improving student
achievement. Supplemental instruction may be provided to a
student in any manner and at any time during or beyond the
regular 180-day term identified by the school as being the most
effective and efficient way to best help that student progress
from grade to grade and to graduate.

3. Effective with the 1999-2000 fiscal year, funding on the
basis of FTE membership beyond the 180-day regular term shall be
provided in the FEFP only for students enrolled in juvenile
justice education programs or in education programs for
juveniles placed in secure facilities or programs under s.
985.19. Funding for instruction beyond the regular 180-day
school year for all other K-12 students shall be provided
through the supplemental academic instruction categorical fund
and other state, federal, and local fund sources with ample
flexibility for schools to provide supplemental instruction to
assist students in progressing from grade to grade and
graduating.

4. The Florida State University School, as a lab school, is
authorized to expend from its FEFP or Lottery Enhancement Trust
Fund allocation the cost to the student of remediation in
reading, writing, or mathematics for any graduate who requires
remediation at a postsecondary educational institution.

5. Beginning in the 1999-2000 school year, dropout

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prevention programs as defined in ss. 1003.52, 1003.53(1)(a),
(b), and (c), and 1003.54 shall be included in group 1 programs
under subparagraph (d)3.

(6) CATEGORICAL FUNDS.—

(b) If a district school board finds and declares in a
resolution adopted at a regular meeting of the school board that
the funds received for any of the following categorical
appropriations are urgently needed to maintain school board
specified academic classroom instruction, the school board may
consider and approve an amendment to the school district
operating budget transferring the identified amount of the
categorical funds to the appropriate account for expenditure:

1. Funds for student transportation.

2. Funds for safe schools.

3. Funds for supplemental academic instruction if the
required additional hour of instruction beyond the normal school
day for each day of the entire school year has been provided for
elementary schools designated as having a grade of "D" or "F" or
elementary schools that are on the Persistently Low Achieving
list pursuant to paragraph (1)(f).

4. Funds for research-based reading instruction if the
required additional hour of instruction beyond the normal school
day for each day of the entire school year has been provided for
the lowest-performing students pursuant to paragraph (1)(f).

5. Funds for instructional materials if all instructional
material purchases necessary to provide updated materials
aligned to Next Generation Sunshine State Standards and
benchmarks and that meet statutory requirements of content and
learning have been completed for that fiscal year, but no sooner

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than March 1. Funds available after March 1 may be used to purchase hardware for student instruction.

(9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

(a) The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12. For the 2012-2013 and 2013-2014 fiscal years, priority shall be given to providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year to each school district's lowest-performing students. The intensive reading instruction delivered in this additional hour shall include: research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. For the 2012-2013 and 2013-2014 fiscal years, a school district may not hire more reading coaches than were hired during the 2011-2012 fiscal year unless all students in kindergarten through grade 5 who demonstrate a reading deficiency, as determined by district and state assessments, including students scoring Level 1 or Level 2 on FCAT Reading, are provided an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year.

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(b) Funds for comprehensive, research-based reading instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. Each eligible school district shall receive the same minimum amount as specified in the General Appropriations Act, and any remaining funds shall be distributed to eligible school districts based on each school district's proportionate share of K-12 base funding.

(c) Funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

1. The provision of effective or highly effective reading teachers to provide an additional hour per day of intensive reading instruction to the lowest-performing elementary school students.

2. Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency.

3.1- The provision of highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

4.2- Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text.

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552 ~~5.3.~~ The provision of summer reading camps for all students
553 in kindergarten through grade 2 who demonstrate a reading
554 deficiency as determined by district and state assessments, and
555 students in grades 3 through 5 who score at Level 1 on FCAT
556 Reading.

557 ~~6.4.~~ The provision of supplemental instructional materials
558 that are grounded in scientifically based reading research.

559 ~~7.5.~~ The provision of intensive interventions for ~~middle~~
560 ~~and high school~~ students in kindergarten through grade 12 who
561 have been identified as having a reading deficiency or who are
562 reading below grade level as determined by the FCAT.

563 (d) Annually, by a date determined by the Department of
564 Education but before May 1, school districts shall submit a K-12
565 comprehensive reading plan for the specific use of the research-
566 based reading instruction allocation in the format prescribed by
567 the department for review and approval by the Just Read,
568 Florida! Office created pursuant to s. 1001.215. The plan
569 annually submitted by school districts shall be deemed approved
570 unless the department rejects the plan on or before June 1. If a
571 school district and the Just Read, Florida! Office cannot reach
572 agreement on the contents of the plan, the school district may
573 appeal to the State Board of Education for resolution. School
574 districts shall be allowed reasonable flexibility in designing
575 their plans and shall be encouraged to offer reading
576 intervention ~~remediation~~ through innovative methods, including
577 career academies. The plan format shall be developed with input
578 from school district personnel, including teachers and
579 principals, and shall allow courses in core, career, and
580 alternative programs that deliver intensive reading remediation

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581 through integrated curricula, provided that the teacher is
 582 deemed highly qualified to teach reading or working toward that
 583 status. No later than July 1 annually, the department shall
 584 release the school district's allocation of appropriated funds
 585 to those districts having approved plans. A school district that
 586 spends 100 percent of this allocation on its approved plan shall
 587 be deemed to have been in compliance with the plan. The
 588 department may withhold funds upon a determination that reading
 589 instruction allocation funds are not being used to implement the
 590 approved plan. The department shall monitor and track the
 591 implementation of each district plan, including conducting site
 592 visits and collecting specific data on expenditures and reading
 593 improvement results. By February 1 of each year, the department
 594 shall report its findings to the Legislature.

595 (13) TOTAL ALLOCATION OF STATE FUNDS TO EACH DISTRICT FOR
 596 CURRENT OPERATION.—The total annual state allocation to each
 597 district for current operation for the FEFP shall be distributed
 598 periodically in the manner prescribed in the General
 599 Appropriations Act.

600 (b) The amount thus obtained shall be the net annual
 601 allocation to each school district. However, if it is determined
 602 that any school district received an underallocation or
 603 overallocation for any prior year because of an arithmetical
 604 error, assessment roll change required by final judicial
 605 decision, full-time equivalent student membership error, or any
 606 allocation error revealed in an audit report, the allocation to
 607 that district shall be appropriately adjusted. Beginning with
 608 audits for the 2001-2002 fiscal year, if the adjustment is the
 609 result of an audit finding in which group 2 FTE are reclassified

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to the basic program and the district weighted FTE are over the weighted enrollment ceiling for group 2 programs, the adjustment shall not result in a gain of state funds to the district.

Beginning with the 2011-2012 fiscal year, if a special program cost factor is less than the basic program cost factor, an audit adjustment may not result in the reclassification of the special program FTE to the basic program FTE. If the Department of Education audit adjustment recommendation is based upon controverted findings of fact, the Commissioner of Education is authorized to establish the amount of the adjustment based on the best interests of the state.

Section 9. Paragraph (a) of subsection (10) of section 1013.03, Florida Statutes, is amended to read:

1013.03 Functions of the department and the Board of Governors.—The functions of the Department of Education as it pertains to educational facilities of school districts and Florida College System institutions and of the Board of Governors as it pertains to educational facilities of state universities shall include, but not be limited to, the following:

(10) (a) Review and validate surveys proposed or amended by the boards and recommend to the Commissioner of Education, or the Chancellor of the State University System, as appropriate, for approval, surveys that meet the requirements of this chapter.

1. The term "validate" as applied to surveys by school districts means to review inventory data as submitted to the department by district school boards; provide for review and inspection, where required, of student stations and aggregate

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square feet of inventory changed from satisfactory to unsatisfactory or changed from unsatisfactory to satisfactory; compare new school inventory to allocation limits provided by this chapter; review cost projections for conformity with cost limits set by s. 1013.64(6); compare total capital outlay full-time equivalent enrollment projections in the survey with the department's projections; review facilities lists to verify that student station and auxiliary facility space allocations do not exceed the limits provided by this chapter and related rules; review and confirm the application of uniform facility utilization factors, where provided by this chapter or related rules; utilize the documentation of programs offered per site, as submitted by the board, to analyze facility needs; confirm that need projections for career and adult educational programs comply with needs documented by the Department of Education; and confirm the assignment of full-time student stations to all space except auxiliary facilities, which, for purposes of exemption from student station assignment, include the following:

- a. Cafeterias.
- b. Multipurpose dining areas.
- c. Media centers.
- d. Auditoriums.
- e. Administration.
- f. Elementary, middle, and high school resource rooms, up to the number of such rooms recommended for the applicable occupant and space design capacity of the educational plant in the State Requirements for Educational Facilities, beyond which student stations must be assigned.

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g. Elementary school skills labs, up to the number of such rooms recommended for the applicable occupant and space design capacity of the educational plant in the State Requirements for Educational Facilities, beyond which student stations must be assigned.

h. Elementary school art and music rooms.

The Commissioner of Education may grant a waiver from the requirements of this subparagraph if a district school board determines that such waiver will make possible a substantial savings of funds or will be advantageous to the welfare of the educational system. The district school board shall present a full statement to the commissioner which sets forth the facts that warrant the waiver. If the commissioner denies a request for a waiver, the district school board may appeal such decision to the State Board of Education.

2. The term "validate" as applied to surveys by Florida College System institutions and universities means to review and document the approval of each new site and official designation, where applicable; review the inventory database as submitted by each board to the department, including noncareer, and total capital outlay full-time equivalent enrollment projections per site and per college; provide for the review and inspection, where required, of student stations and aggregate square feet of space changed from satisfactory to unsatisfactory; utilize and review the documentation of programs offered per site submitted by the boards as accurate for analysis of space requirements and needs; confirm that needs projected for career and adult educational programs comply with needs documented by the

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Department of Education; compare new facility inventory to allocations limits as provided in this chapter; review cost projections for conformity with state averages or limits designated by this chapter; compare student enrollment projections in the survey to the department's projections; review facilities lists to verify that area allocations and space factors for generating space needs do not exceed the limits as provided by this chapter and related rules; confirm the application of facility utilization factors as provided by this chapter and related rules; and review, as submitted, documentation of how survey recommendations will implement the detail of current campus master plans and integrate with local comprehensive plans and development regulations.

Section 10. Paragraph (f) of subsection (2) of section 1013.35, Florida Statutes, is amended to read:

1013.35 School district educational facilities plan; definitions; preparation, adoption, and amendment; long-term work programs.—

(2) PREPARATION OF TENTATIVE DISTRICT EDUCATIONAL FACILITIES PLAN.—

(f) ~~Commencing on October 1, 2002, and~~ Not less than once every 5 years ~~thereafter~~, the district school board shall have ~~contract with a qualified, independent third party to conduct a~~ financial management and performance audit conducted of the educational planning and construction activities of the district. An audit conducted by the Office of Program Policy Analysis and Government Accountability and the Auditor General pursuant to s. 1008.35 satisfies this requirement.

Section 11. Notwithstanding the amendments made by this act

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726 to s. 1003.03(4)(a)4., Florida Statutes, for the 2011-2012
727 fiscal year, the calculation required by that subparagraph shall
728 be an amount equal to 50 percent of the base student allocation
729 adjusted by the district cost differential. This section shall
730 take effect upon this act becoming a law.

731 Section 12. Except as otherwise expressly provided in this
732 act and except for this section, which shall take effect upon
733 this act becoming a law, this act shall take effect July 1,
734 2012.

Summary of Senate PreK-12 Education Conforming Bill

- Modifies the FEFP Reading allocation to provide intensive reading instruction for low performing students during an additional one hour of instruction beyond the normal school day for each school day. Limits the use of these funds for reading coaches.
- Modifies the FEFP Supplemental Academic Instruction allocation to require districts with low performing elementary schools to provide intensive reading instruction for the students in these schools for an additional hour a day beyond the normal school day for the entire school year.
- Limits flexibility for the use of Reading and Supplemental Academic Instruction allocations to first require the additional hour of instruction.
- Delays the increased class size penalty (full Base Student Allocation amount) until 2014-15.
- Provides a waiver for the requirement to purchase newly adopted instructional materials within two years, if the district can demonstrate that the instructional materials content is provided by alternative means.
- Requires districts to provide Discretionary Local Effort funds up to the state average and/or the state compression funding for Department of Juvenile Justice students.
- Requires school districts to participate in the School District Consortium to maximize purchasing power for goods and services.
- Limits the 5% charter school administrative charge for schools that primarily serve exceptional students.
- Conforms severance package language for district superintendents to s. 215.425, F.S.
- Clarifies the Certificates of Participation (COPS) limits for COPS prior to 2009.
- Clarifies that Auditor General audits satisfy the independent audit requirement of school districts.
- Provides technical clarification of FEFP FTE reporting requirements and FTE audit adjustments.
- Authorize the Commissioner of Education to waive certain facilities requirements when justified by districts.

PROVISO FOR FEFP ---

Research-based reading instruction---

From the funds in Specific Appropriation 6 and 84, \$135,000,000 is provided for a K-12 comprehensive, district-wide system of research-based reading instruction. The amount of \$83,546 shall be allocated to each district and the remaining balance shall be allocated based on each district's proportion of the state total K-12 base funding. At least \$20,000,000 shall be used to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for the lowest performing students in each elementary school. Pursuant to section 1008.32, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.

Supplemental Academic Instruction---

From the funds in Specific Appropriation 6 and 84, \$642,419,370 is for Supplemental Academic Instruction to be provided throughout the school pursuant to section 1011.62(1)(f), Florida Statutes. From these funds, districts with elementary schools with a grade of D or F or on the Persistently Low Achieving list shall use these funds, together with the funds provided in the district's research-based reading instruction allocation and other available funds, to provide an additional hour of instruction beyond the normal school day for each day of the entire school year to provide intensive reading instruction for the students in these schools. Pursuant to section 1008.32, Florida Statutes, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.

Summary of Early Learning Conforming Bill
Senate PreK-12 Education Appropriations

The bill enhances early learning accountability and funding:

- Provides additional authority to the Office of Early Learning to investigate fraud and remove participants and providers.
- Reduces administrative and nondirect expenditures and increases the percentage of the school readiness allocation used for direct services to children.
- Prioritizes services to eligible children from infants to age five.
- Requires statewide pre-assessments and post-assessments to be aligned to child performance standards and used by early learning program providers.
- Requires the Office of Early Learning to collect the assessment results and evaluate the effectiveness of the school readiness program.
- Requires a statewide standardized contract which must be used by all coalitions when contracting with providers. The Office of Early Learning must adopt a statewide standardized contract monitoring process to be used by coalitions.
- Removes the waiver for coalitions that serve a small number of children and modifies the minimum number of children required for a coalition.
- Requires the adoption of a uniform chart of accounts for budgeting and financial reporting that will provide standard definitions for expenditures and reports.
- Requires the Office of Early Learning to standardize provider payment rates.
- Requires a parent copayment of at least 10 percent of a family's income with limited waivers.
- Requires each provider that receives school readiness funds to submit its market rate to the Office of Early Learning.
- Requires the Office of Early Learning to establish the prevailing market rate schedule.

THE FLORIDA SENATE

APPEARANCE RECORD

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

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2/8/12
Meeting Date

Topic Reading

Bill Number _____
(if applicable)

Name Stu Greenberg

Amendment Barcode _____
(if applicable)

Job Title Director of Just Road Florida

Address 325 W Gaines St.
Street
Tallahassee FL 32399
City State Zip

Phone 245-9699

E-mail stuart.greenberg@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing Florida Department of Education

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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

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

S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412

Case:

Type:

Caption: Senate Budget Subcommittee on Education Pre-K-12 Appropriations - 412kb - 3:45pm **Judge:**

Started: 2/8/2012 3:51:40 PM

Ends: 2/8/2012 4:43:39 PM **Length:** 00:52:00

3:51:42 PM	Call to order
3:52:13 PM	Roll call
3:52:20 PM	Chair comments
4:00:38 PM	Senator Wise
4:05:29 PM	Chair
4:06:00 PM	Senator Detert
4:07:55 PM	Chair
4:10:12 PM	Kurt Hamon, Staff Director Education Appropriations Committees
4:11:02 PM	Senator Lynn
4:11:27 PM	Kurt Hamon
4:12:06 PM	Chair
4:12:10 PM	Stewart Greenberg, Director of Just Read Florida
4:17:14 PM	Senator Wise
4:18:47 PM	Stewart Greenberg
4:22:20 PM	Senator Siplin
4:25:05 PM	Stewart Greenberg
4:29:18 PM	Chair
4:38:34 PM	Senator Dockery
4:41:29 PM	Chair
4:41:57 PM	Senator Detert
4:42:42 PM	Senator Montford
4:43:12 PM	Chair
4:43:20 PM	Meeting Adjourned