

COMMITTEE MEETING EXPANDED AGENDA**BUDGET SUBCOMMITTEE ON EDUCATION PRE-K - 12****APPROPRIATIONS****Senator Simmons, Chair****Senator Montford, Vice Chair****MEETING DATE:** Thursday, February 9, 2012**TIME:** 8:30 —10:00 a.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			

Florida Department of Education
Performance Changes from 09-10 to 10-11 at SIG Schools with Extended Day Opportunities

Chart 1A	# Schools				
School Grade Change (All SIG Schools)	Decreased	No Change	Increased	No Grade	Total
Elementary	0	6	13	2	21
Middle	1	5	1	0	7
High	7	10	26	1	44
Combination	0	1	1	0	2
Total	8	22	41	3	74

Chart 1B	# Schools				
School Grade Change (SIG Schools with 100% Required Participation in ED)	Decreased	No Change	Increased	No Grade	Total
Elementary	2	5	10	0	17
Middle	0	3	0	0	3
High	0	1	1	0	2
Combination	0	3	7	1	11
Total	2	12	18	1	33

Chart 2A	# Schools				
FCAT Grade Change (All SIG Schools)	Decreased	No Change	Increased	No Grade	Total
Elementary	0	6	13	2	21
Middle	1	5	1	0	7
High	7	33	3	1	44
Combination	0	1	1	0	2
Total	8	45	18	3	74

Chart 2B	# Schools				
FCAT Grade Change (SIG Schools with 100% Required Participation in ED)	Decreased	No Change	Increased	No Grade	Total
Elementary	0	3	7	1	11
Middle	0	3	0	0	3
High	0	15	2	0	17
Combination	0	1	1	0	2
Total	0	22	10	1	33

Chart 3A	# Schools				
FCAT Points Change (All SIG Schools)	Decreased	No Change	Increased	No Score	Total
Elementary	3	0	16	2	21
Middle	4	0	3	0	7
High	21	0	22	1	44
Combination	1	0	1	0	2
Total	29	0	42	3	74

Chart 3B	# Schools				
FCAT Points Change (SIG Schools with 100% Required Participation in ED)	Decreased	No Change	Increased	No Score	Total
Elementary	0	0	10	1	11
Middle	2	0	1	0	3
High	6	0	11	0	17
Combination	1	0	1	0	2
Total	9	0	23	0	33

Chart 3C		Distribution of FCAT Decreases		% Schools w/ FCAT Decrease Total	Distribution of FCAT Increases					% of Schools w/ FCAT Increase Total	% of Schools w/ No FCAT Total	Total
FCAT Points Change Distribution (All SIG Schools)	2009-2010 Average FCAT Score	0-40	41-80		0-40	41-80	81-120	121-160	161-200			
1-Elem	406	14%	0%	14%	24%	24%	24%	0%	5%	76%	10%	100%
2-Middle	439	43%	14%	57%	29%	0%	0%	14%	0%	43%	0%	100%
3-High	415	43%	5%	48%	48%	2%	0%	0%	0%	50%	2%	100%
4-Combo	407	50%	0%	50%	50%	0%	0%	0%	0%	50%	0%	100%
Total	415	35%	4%	39%	39%	8%	7%	1%	1%	57%	4%	100%

Example of how to read Chart 3C: "5% of all elementary schools receiving SIG funds for ED programs increased their average FCAT scores between 161-200 points from 2010 to 2011."

Chart 3D		Distribution of FCAT Decreases		% Schools w/ FCAT Decrease Total	Distribution of FCAT Increases					% of Schools w/ FCAT Increase Total	% of Schools w/ No FCAT Total	Total
FCAT Points Change Distribution (SIG Schools with 100% Required Participation in ED)	2009-2010 Average FCAT Score	0-40	41-80		0-40	41-80	81-120	121-160	161-200			
1-Elem	396	0%	0%	0%	36%	18%	27%	9%	0%	91%	9%	100%
2-Middle	431	67%	0%	67%	33%	0%	0%	0%	0%	33%	0%	100%
3-High	414	35%	0%	35%	59%	6%	0%	0%	0%	65%	0%	100%
4-Combo	407	50%	0%	50%	50%	0%	0%	0%	0%	50%	0%	100%
Total	409	27%	0%	27%	48%	9%	9%	3%	0%	70%	3%	100%

Example of how to read Chart 3D: "9% of SIG elementary schools requiring schoolwide participation in ED programs increased their average FCAT scores between 121-160 points from 2010 to 2011."

Chart 3E		Distribution of FCAT Decreases		% Schools w/ FCAT Decrease Total	Distribution of FCAT Increases					% of Schools w/ FCAT Increase Total	% of Schools w/ No FCAT Total	Total
FCAT Points Change Distribution (SIG Schools without Required Participation in ED)	2009-2010 Average FCAT Score	0-40	41-80		0-40	41-80	81-120	121-160	161-200			
1-Elem	417	30%	0%	30%	10%	30%	20%	0%	0%	60%	10%	100%
2-Middle	445	25%	25%	50%	25%	0%	0%	25%	0%	50%	0%	100%
3-High	417	48%	7%	56%	41%	0%	0%	0%	0%	41%	4%	100%
4-Combo	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
Total	420	41%	7%	49%	32%	7%	5%	2%	0%	46%	5%	100%

Example of how to read Chart 3E: "0% of SIG elementary schools not requiring schoolwide participation in ED programs increased their average FCAT scores between 161-200 points from 2010 to 2011."

Senate PreK-12 Education Appropriations Follow-ups
Florida Department of Education
February 9, 2012

Florida and Massachusetts – Select Demographics

Florida has 74 districts; 3,788 schools; and 2,667,830 students.
The largest district (Miami-Dade) has 350,227 students.
Florida has 14 districts with a larger student population than Massachusetts's largest district.
The percent of students eligible for free or reduced price lunch is 56.01%.
White = 42.42%, African-American = 22.95%, Hispanic = 28.59%

Massachusetts has 393 districts; 1,824 schools; and 955,563 students.
The largest district (Boston) has 55,027 students.
There are 108 school districts with less than 500 students.
The percent of students eligible for free or reduced price lunch is 35.2%.
White = 68%, African-American = 8.2%, Hispanic = 15.4%

Note: Projected national averages for public school enrollment are White = 54%, African-American = 16%, and Hispanic = 24%.

Per Pupil Funding of Largest States

State	Per Pupil Funding	Per Pupil Funding Ranking
Florida	\$ 8,760	Ranked 38 th
New York	\$18,126	Ranked 1 st
Massachusetts	\$14,118	Ranked 8 th
Illinois	\$10,835	Ranked 19 th
California	\$ 9,657	Ranked 30 th
Texas	\$ 8,540	Ranked 43 rd

Source: U.S. Census Bureau latest published data from 2008-09

Race to the Top Charter School Expansion Project

Charter School Growth Fund has a rigorous application process for funding. There are a number of operators that are in the midst of that process. The only one that has been approved to this point is Youth Coop Charter School in Miami-Dade. More are expected to be approved in the near future.

Can charter schools take student applications if their contract is not yet approved?

Yes. To prohibit this could significantly reduce the limited bargaining power charters currently have in contract negotiation.

Comparison of NAEP Achievement between Subgroups in Florida and Massachusetts

See Appendix A for a comparison of NAEP scores between Florida and Massachusetts showing Overall, White, African-American, Hispanic, and National School Lunch Program eligibility.

Comparison of NAEP Performance Among States with at least 50% of Students Eligible for Free/Reduced Lunch

See Appendix B

Strategies in Massachusetts and States with Recent Improvements on NAEP

See Appendix C

Large City NAEP Performance

See Appendix D

Black Male Achievement

See Appendix E

NAEP 2003-2011 Mathematics, Grade 4
National Public, Florida, and Massachusetts Achievement Levels

Appendix A

2003–2011 NAEP Mathematics Grade 4 National Public, Florida, and Massachusetts												
			2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
2011 Percentage of Students			Percent at or above <i>Basic</i>					Percent at or above <i>Proficient</i>				
National Public	Overall		76%	79%	81%	81%	82%	31%	35%	39%	38%	40%
	White	52%	87%	89%	91%	90%	91%	42%	47%	51%	50%	52%
	African-American	16%	54%	60%	63%	63%	66%	10%	13%	15%	15%	17%
	Hispanic	24%	62%	67%	69%	70%	72%	15%	19%	22%	21%	24%
	National School Lunch Program	52%	62%	67%	70%	71%	73%	15%	19%	22%	22%	24%
FL	Overall		76%	82%	86%	86%	84%	31%	37%	40%	40%	37%
	White	40%	87%	91%	94%	93%	92%	43%	49%	54%	53%	52%
	African-American	25%	52%	67%	71%	73%	70%	8%	16%	15%	20%	18%
	Hispanic	29%	74%	78%	83%	84%	81%	27%	28%	33%	33%	31%
	National School Lunch Program	62%	63%	74%	79%	80%	78%	16%	22%	25%	29%	26%
MA	Overall		84%	91%	93%	92%	93%	41%	49%	58%	57%	58%
	White	68%	91%	95%	97%	97%	96%	49%	57%	65%	67%	67%
	African-American	9%	62%	73%	75%	84%	81%	13%	18%	26%	30%	27%
	Hispanic	15%	63%	73%	77%	78%	80%	13%	14%	23%	25%	32%
	National School Lunch Program	34%	69%	78%	83%	83%	83%	17%	22%	32%	31%	36%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

NAEP 2003-2011 Reading, Grade 4
National Public, Florida, and Massachusetts Achievement Levels

Appendix A

2003–2011 NAEP Reading Grade 4 National Public, Florida, and Massachusetts												
			2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
2011 Percentage of Students			Percent at or above <i>Basic</i>					Percent at or above <i>Proficient</i>				
National Public	Overall		62%	62%	66%	66%	66%	30%	30%	32%	32%	32%
	White	52%	74%	75%	77%	77%	77%	39%	39%	42%	41%	42%
	African-American	16%	39%	41%	46%	47%	49%	12%	12%	14%	15%	16%
	Hispanic	23%	43%	44%	49%	48%	50%	14%	15%	17%	16%	18%
	National School Lunch Program	52%	44%	46%	50%	51%	52%	15%	15%	17%	17%	18%
FL	Overall		63%	65%	70%	73%	71%	32%	30%	34%	36%	35%
	White	40%	75%	75%	81%	81%	83%	42%	39%	44%	45%	48%
	African-American	25%	40%	45%	52%	56%	54%	13%	13%	16%	18%	17%
	Hispanic	29%	55%	61%	64%	71%	67%	24%	25%	28%	31%	30%
	National School Lunch Program	62%	49%	53%	59%	64%	62%	18%	19%	22%	25%	24%
MA	Overall		73%	78%	81%	80%	83%	40%	44%	49%	47%	50%
	White	68%	81%	85%	87%	87%	89%	48%	51%	56%	56%	59%
	African-American	9%	50%	57%	57%	62%	61%	15%	20%	19%	23%	24%
	Hispanic	14%	43%	45%	55%	71%	62%	15%	11%	18%	20%	23%
	National School Lunch Program	33%	53%	55%	60%	61%	66%	20%	19%	22%	23%	25%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

NAEP 2003-2011 Mathematics, Grade 8
National Public, Florida, and Massachusetts Achievement Levels

Appendix A

2003–2011 NAEP Mathematics Grade 8 National Public, Florida, and Massachusetts												
			2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
2011 Percentage of Students			Percent at or above <i>Basic</i>					Percent at or above <i>Proficient</i>				
National Public	Overall		67%	68%	70%	71%	72%	27%	28%	31%	33%	34%
	White	54%	79%	79%	81%	82%	83%	36%	37%	41%	43%	43%
	African-American	16%	39%	41%	47%	49%	50%	7%	8%	11%	12%	13%
	Hispanic	23%	47%	50%	54%	56%	60%	11%	13%	15%	17%	20%
	National School Lunch Program	48%	47%	51%	55%	57%	59%	11%	13%	15%	17%	19%
FL	Overall		62%	65%	68%	70%	68%	23%	26%	27%	29%	28%
	White	45%	78%	78%	80%	80%	79%	34%	36%	37%	39%	37%
	African-American	22%	36%	39%	48%	53%	46%	7%	8%	11%	13%	11%
	Hispanic	27%	53%	56%	61%	66%	65%	16%	16%	21%	22%	22%
	National School Lunch Program	55%	45%	50%	55%	59%	57%	11%	13%	16%	18%	16%
MA	Overall		76%	80%	85%	85%	86%	38%	43%	51%	52%	51%
	White	73%	83%	86%	91%	91%	91%	44%	49%	58%	59%	58%
	African-American	8%	48%	50%	54%	62%	65%	10%	15%	13%	23%	26%
	Hispanic	13%	41%	55%	59%	62%	64%	9%	15%	19%	21%	21%
	National School Lunch Program	33%	49%	64%	65%	69%	72%	13%	22%	25%	29%	29%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

NAEP 2003-2011 Reading, Grade 8
National Public, Florida, and Massachusetts Achievement Levels

Appendix A

		2003–2011 NAEP Reading Grade 8 National Public, Florida, and Massachusetts										
			2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
		2011 Percentage of Students	Percent at or above <i>Basic</i>					Percent at or above <i>Proficient</i>				
National Public	Overall		72%	71%	73%	74%	75%	30%	29%	29%	30%	32%
	White	54%	82%	81%	83%	83%	84%	39%	37%	38%	39%	41%
	African-American	16%	53%	51%	54%	56%	58%	12%	11%	12%	13%	14%
	Hispanic	22%	54%	55%	57%	59%	63%	14%	14%	14%	16%	18%
	National School Lunch Program											
		48%	56%	57%	58%	60%	63%	15%	15%	15%	16%	18%
FL	Overall		68%	66%	71%	76%	73%	27%	25%	28%	32%	30%
	White	45%	79%	75%	80%	82%	82%	37%	33%	36%	40%	38%
	African-American	22%	48%	47%	55%	62%	57%	11%	11%	13%	15%	14%
	Hispanic	27%	62%	62%	67%	73%	71%	19%	21%	23%	27%	27%
	National School Lunch Program											
		55%	55%	56%	61%	67%	65%	15%	17%	17%	21%	20%
MA	Overall		81%	83%	84%	83%	84%	43%	44%	43%	43%	46%
	White	73%	86%	88%	89%	87%	91%	49%	50%	49%	49%	53%
	African-American	7%	62%	65%	65%	64%	68%	18%	18%	17%	17%	20%
	Hispanic	13%	56%	56%	63%	62%	59%	14%	15%	15%	17%	18%
	National School Lunch Program											
		32%	61%	67%	69%	66%	70%	19%	23%	20%	20%	25%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

Comparison of NAEP performance among states with at least 50% of students eligible for free/reduced lunch

On 2011 NAEP Reading...

Among the 24 states (including DC) where at least 50% of students are eligible for free/reduced lunch, Florida (which has 62% FRL eligible) ranks first in terms of the percent at or above basic (62%) for poor students in Grade 4 Reading.

Among the 19 states (including DC) where at least 50% of students are eligible for free/reduced lunch, Florida (which has 55% FRL eligible) ranks 5th (in a three way tie) in terms of the percent at or above basic (65%) for poor students on Grade 8 Reading.

The states ahead of Florida are:

- Kentucky (51% FRL eligible; 71% at or above basic)
- New York (50% FRL eligible; 66% at or above basic)
- Texas (58% FRL eligible; 66% at or above basic)
- Oklahoma (53% FRL eligible; 66% at or above basic)

On 2011 NAEP Mathematics...

Among the 26 states (including DC) where at least 50% of students are eligible for free/reduced lunch, Florida (which has 62% FRL eligible) ranks 5th in terms of the percent at or above basic (78%) for poor students in Grade 4 Mathematics.

The states ahead of Florida are:

- Kansas (51% FRL eligible; 85% at or above basic)
- North Carolina (53% FRL eligible; 82% at or above basic)
- Texas (64% FRL eligible; 80% at or above basic)
- Indiana (51% FRL eligible; 80% at or above basic)

Among the 19 states (including DC) where at least 50% of students are eligible for free/reduced lunch, Florida (which has 55% FRL eligible) ranks 8th (in a four way tie) in terms of the percent at or above basic (57%) for poor students on Grade 8 Mathematics.

The states ahead of Florida are:

- Texas (59% FRL eligible; 74% at or above basic)
- North Carolina (50% FRL eligible; 64% at or above basic)
- Oklahoma (52% FRL eligible; 63% at or above basic)
- Oregon (50% FRL eligible; 62% at or above basic)
- Kentucky (52% FRL eligible; 61% at or above basic)
- Arkansas (56% FRL eligible; 60% at or above basic)
- Georgia (56% FRL eligible; 58% at or above basic)

*NAEP disclaimer – though there are differences between states, the differences may not be statistically significant.

Early Grades Literacy: Initiatives in SEAs Showing Recent NAEP Gains

	Alabama	Maryland	District of Columbia	Massachusetts	Hawaii		Florida
2011 Grade 4 ELA NAEP Score	220	231	201	237	214		225
Point Change 2005 to 2011	12	11	11	6	4		6 (219)
	Alabama	Maryland	District of Columbia	Massachusetts	Hawaii	District Standard	Florida
Programs Related to Early Grades Reading	Alabama Reading Initiative	Family Reading Plan, HIPPPY, Even Start				Curriculum and Instruction	K-12 Comprehensive Research Based District Reading Plan
		Response to Intervention (RTI) & Tiered Instruction	Student Support Teams	Massachusetts Tiered System of Support	Comprehensive Student Support System		Response to Intervention (Rti) & Tiered Instruction
			Add Preschool and Prekindergarten Seats				Differentiated Student Support Teams
				Massachusetts Curriculum Frameworks			
		State Curriculum		Model Curriculum Units			
					Gifted and Talented		
			Universal Early Childhood Screening Program			Assessment	Florida Assessment for Instruction in Reading
			ELL ACCESS Assessment (DIBELS and benchmarks)	WIDA			Voluntary VPK Assessment
			Research Partnership	Select Vendors		Student Support	Grade 3 Summer reading Camps
				Literacy Networks			
			Full-service Community School	Wraparound Zones	After School Plus Program		
		PD for Teachers	PD for Teachers (quality assurance, coordination & communication)	ELL Category Training; PD Coordination, DSACs, Literacy PD	Comprehensive system of PD	HR and PD	PD for Teachers
				Grants Coordination		Leadership	

NAEP 2009 and 2011 Mathematics, Grade 4
Large City Schools, Boston, Miami-Dade, and Tampa Achievement Levels

2009 and 2011 NAEP Mathematics Grade 4 Large City Schools, Boston, Miami-Dade, and Tampa						
		2009		2011	2009	2011
2011 Percentage of Students		Percent at or above <i>Basic</i>			Percent at or above <i>Proficient</i>	
Overall	Large City Schools		72%	74%	29%	30%
	Boston		81%	81%	31%	33%
	Miami-Dade		81%	79%	33%	33%
	Tampa			86%		43%
White	Large City Schools	20%	90%	91%	55%	55%
	Boston	12%	92%	93%	52%	63%
	Miami-Dade	7%	96%	96%	61%	60%
	Tampa	37%		95%		59%
African-American	Large City Schools	27%	59%	63%	14%	16%
	Boston	34%	78%	76%	23%	21%
	Miami-Dade	25%	64%	67%	12%	17%
	Tampa	20%		70%		20%
Hispanic	Large City Schools	43%	69%	71%	21%	23%
	Boston	44%	77%	80%	24%	26%
	Miami-Dade	66%	84%	81%	35%	35%
	Tampa	35%		85%		37%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

NAEP 2009 and 2011 Mathematics, Grade 8
Large City Schools, Boston, Miami-Dade, and Tampa Achievement Levels

2009 and 2011 NAEP Mathematics Grade 8 Large City Schools, Boston, Miami-Dade, and Tampa						
			2009	2011	2009	2011
2011 Percentage of Students			Percent at or above <i>Basic</i>		Percent at or above <i>Proficient</i>	
Overall	Large City Schools		60%	63%	24%	26%
	Boston		67%	69%	31%	34%
	Miami-Dade		64%	61%	22%	22%
	Tampa			72%		32%
White	Large City Schools	20%	81%	83%	46%	48%
	Boston	15%	93%	88%	67%	61%
	Miami-Dade	9%	84%	78%	40%	39%
	Tampa	43%		82%		44%
African-American	Large City Schools	26%	44%	49%	10%	13%
	Boston	37%	57%	61%	18%	21%
	Miami-Dade	22%	48%	42%	12%	9%
	Tampa	19%		54%		10%
Hispanic	Large City Schools	43%	54%	58%	16%	19%
	Boston	36%	61%	62%	20%	24%
	Miami-Dade	67%	65%	65%	23%	24%
	Tampa	31%		64%		23%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

NAEP 2009 and 2011 Reading, Grade 4
Large City Schools, Boston, Miami-Dade, and Tampa Achievement Levels

2009 and 2011 NAEP Reading Grade 4 Large City Schools, Boston, Miami-Dade, and Tampa						
			2009	2011	2009	2011
2011 Percentage of Students			Percent at or above <i>Basic</i>		Percent at or above <i>Proficient</i>	
Overall	Large City Schools		54%	55%	23%	24%
	Boston		61%	62%	24%	26%
	Miami-Dade		68%	67%	31%	32%
	Tampa			77%		44%
White	Large City Schools	20%	79%	78%	47%	47%
	Boston	12%	77%	86%	46%	57%
	Miami-Dade	7%	86%	84%	51%	54%
	Tampa	37%		88%		59%
African-American	Large City Schools	27%	44%	45%	13%	14%
	Boston	35%	57%	56%	18%	17%
	Miami-Dade	25%	48%	54%	13%	18%
	Tampa	20%		66%		26%
Hispanic	Large City Schools	42%	45%	47%	14%	16%
	Boston	43%	55%	59%	17%	23%
	Miami-Dade	66%	72%	69%	34%	34%
	Tampa	35%		69%		33%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

NAEP 2009 and 2011 Reading, Grade 8
Large City Schools, Boston, Miami-Dade, and Tampa Achievement Levels

2009 and 2011 NAEP Reading Grade 8 Large City Schools, Boston, Miami-Dade, and Tampa						
			2009	2011	2009	2011
2011 Percentage of Students			Percent at or above <i>Basic</i>		Percent at or above <i>Proficient</i>	
Overall	Large City Schools		63%	65%	21%	23%
	Boston		68%	63%	23%	24%
	Miami-Dade		73%	71%	28%	28%
	Tampa			75%		32%
White	Large City Schools	20%	83%	83%	42%	43%
	Boston	15%	89%	85%	55%	55%
	Miami-Dade	9%	81%	83%	43%	44%
	Tampa	43%		86%		45%
African-American	Large City Schools	27%	53%	55%	11%	13%
	Boston	38%	57%	56%	14%	14%
	Miami-Dade	22%	61%	55%	17%	13%
	Tampa	19%		56%		12%
Hispanic	Large City Schools	43%	56%	60%	14%	16%
	Boston	35%	64%	55%	13%	15%
	Miami-Dade	67%	75%	74%	29%	30%
	Tampa	31%		70%		24%

Note: Sum of the percentages of White, African-American, and Hispanic students will not equal 100% because percentages for all race/ethnicity groups are not included in the table.

Despite Steady Narrowing of Achievement Gap, Black Male Students Lag Behind their Counterparts

February 3, 2012

This document provides information on the achievement of black male students over time on the Florida Comprehensive Assessment Test (FCAT). Black male students increased their reading and math achievement levels at all grade levels and narrowed the achievement gap, but are still significantly behind their counterparts. In addition, the percentage of black male students scoring at level 1 on the FCAT Mathematics and Reading has decreased over time but is still above their white male counterparts.

Overall, the percentage of black male students making learning gains in math over time has been higher than other males and higher than black females. However, in Reading Black males have not outpaced their white counterparts. When looking at the learning gains of subgroups, the performance of black male students is often better than their counterparts in both Reading and Math. For example, for students scoring at Achievement Levels 1 and 2 on FCAT Reading, a higher proportion of black males made learning gains compared to white males. This was also true for black male students scoring at Achievement Level 3 and above on FCAT Reading. Appendices A and B provide additional information on the number and percentage of students depicted in Exhibits 13 through 18.

Please note that this document indicates performance on the new FCAT 2.0 and previously reported FCAT scores. Florida is transitioning from the FCAT to the FCAT 2.0 to align with new student academic content standards. The FCAT 2.0 measures student achievement of the *Next Generation Sunshine State Standards*, which were adopted by the State Board of Education in 2007; whereas, the FCAT assesses the *Sunshine State Standards*, which were adopted in 1996. As FCAT 2.0 assessments are phased in, they will replace existing FCAT assessments. The transition to the FCAT 2.0 began in 2011 with the FCAT Reading and Mathematics assessments and will be complete when the FCAT 2.0 Science assessments are administered in 2012.

Student performance on the 2011 FCAT 2.0 is linked to the existing FCAT score scale through the equipercentile linking method. By this method, 2011 FCAT 2.0 scores were linked to 2010 FCAT scores at the same percentile rank. This linking method allows the 2011 FCAT 2.0 scores to be reported as FCAT Equivalent Scale Scores, which range from 100-500, and FCAT Equivalent Developmental Scale Scores, which range from 86-3008 across grades 3-10 for FCAT Reading and 3-8 for FCAT Mathematics and show a student's annual progress from grade to grade.

FCAT Reading Level 3 and Above

The proportion of black male students scoring at Achievement Level 3 and above on FCAT Reading has increased over time in all grade ranges. For example, from 2001 to 2011, the proportion of black male students in grades 3-5 scoring at Achievement Level 3 and above on FCAT Reading increased from 30 to 50 percent. In addition the achievement gap between these black males and white males closed from 34 percentage points to 29 percentage points.

Exhibit 1 – The percent of Black males in grades 3-5 scoring at or above grade level in Reading increased 20 percentage points over time and narrowed the achievement gap by 5 points.

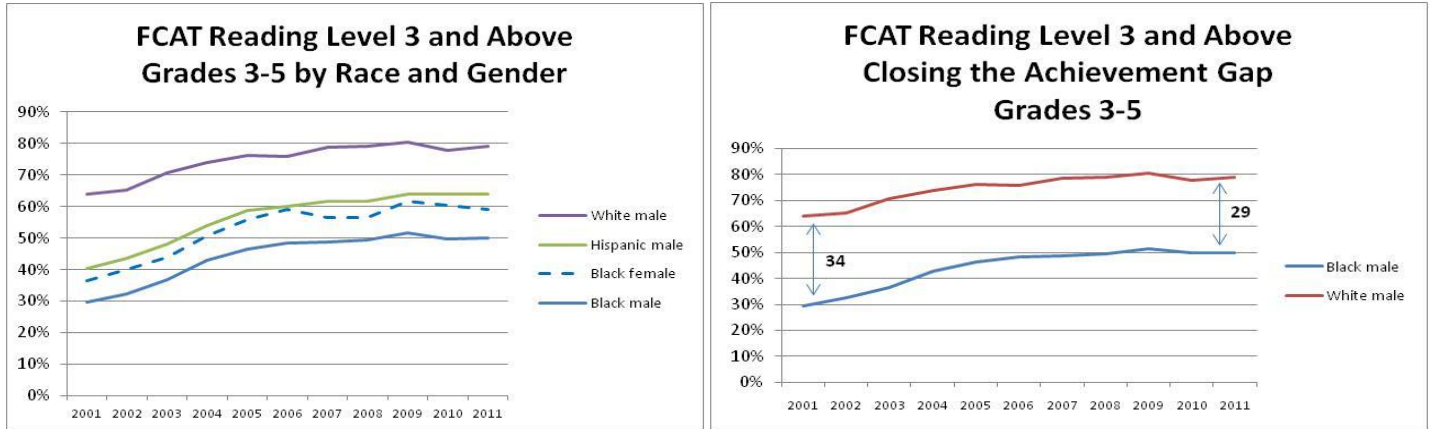


Exhibit 2 - The percent of Black males in grades 6-8 scoring at or above grade level in Reading increased 18 percentage points over time and narrowed the achievement gap by 7 points.

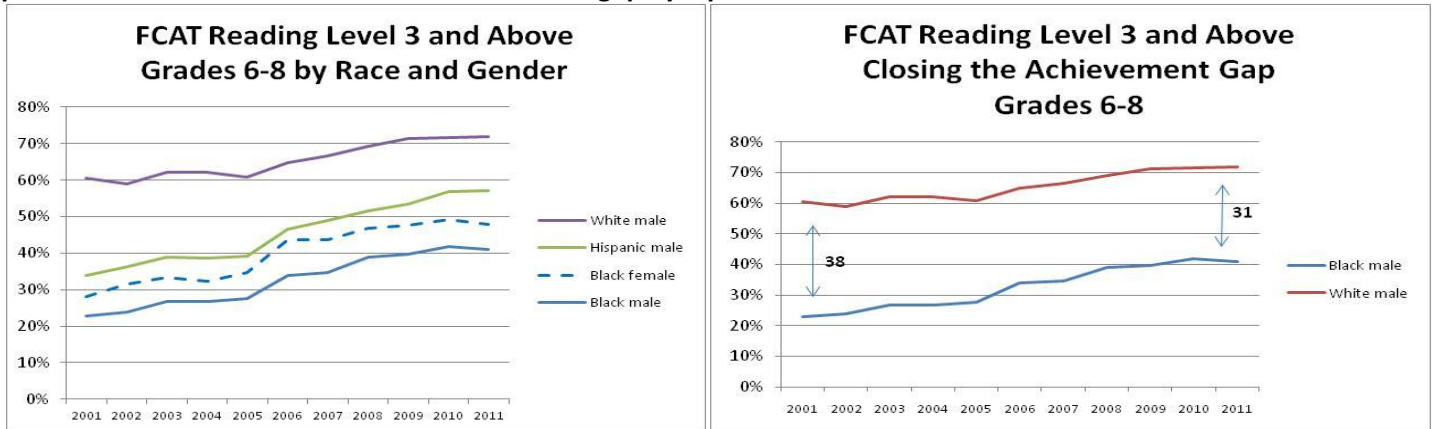
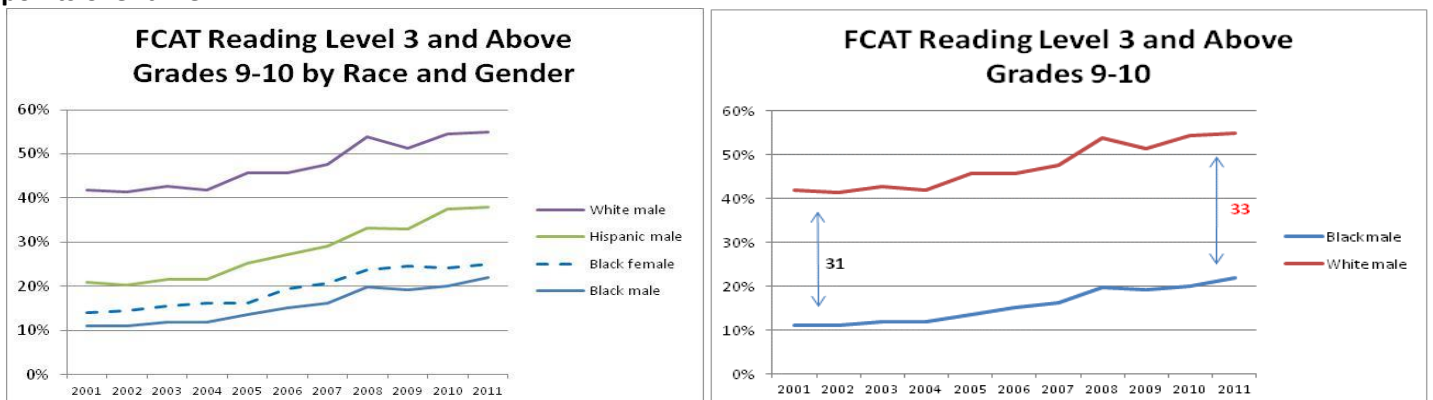


Exhibit 3 - The percent of Black males in grades 9-10 scoring at or above grade level in Reading increased 11 percentage points over time; however, the gap between black males and white males has increased by 2 percentage points over time.



FCAT Reading Level 1

The proportion of black male students scoring at the lowest achievement level in reading has decreased for all grade ranges and the achievement gap has narrowed. For example, from 2001 to 2011, the proportion of black male students in grades 3-5 scoring at Achievement Level 1 on FCAT Reading decreased from 52 to 30 percent. In addition, the achievement gap between these black males and white males closed from 31 to 19 percentage points.

Exhibit 4 – The proportion of black males in grades 3-5 scoring at Achievement Level 1 on FCAT Reading decreased from 52% to 30% and the gap between black males and white males narrowed by 12 points over time.

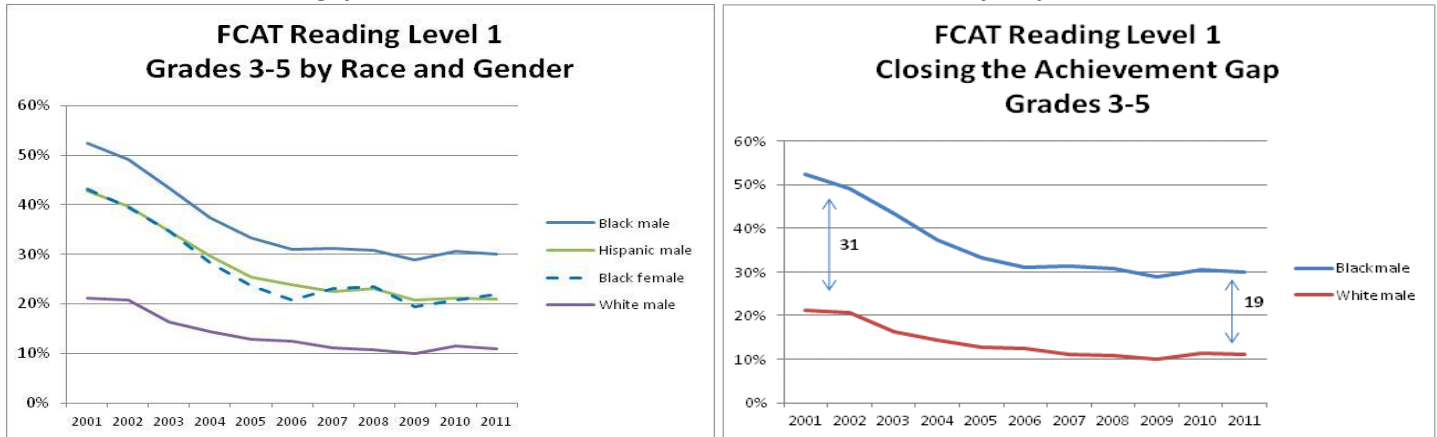


Exhibit 5 – The proportion of black males in grades 6-8 scoring at Achievement Level 1 on FCAT Reading decreased from 55% to 31% and the gap between black males and white males narrowed by 15 points over time.

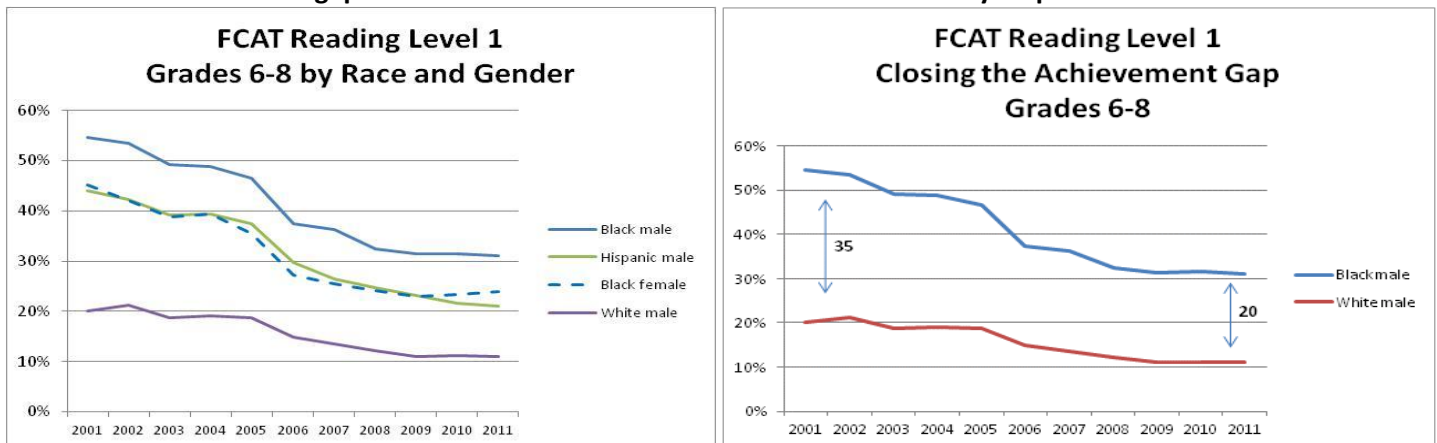
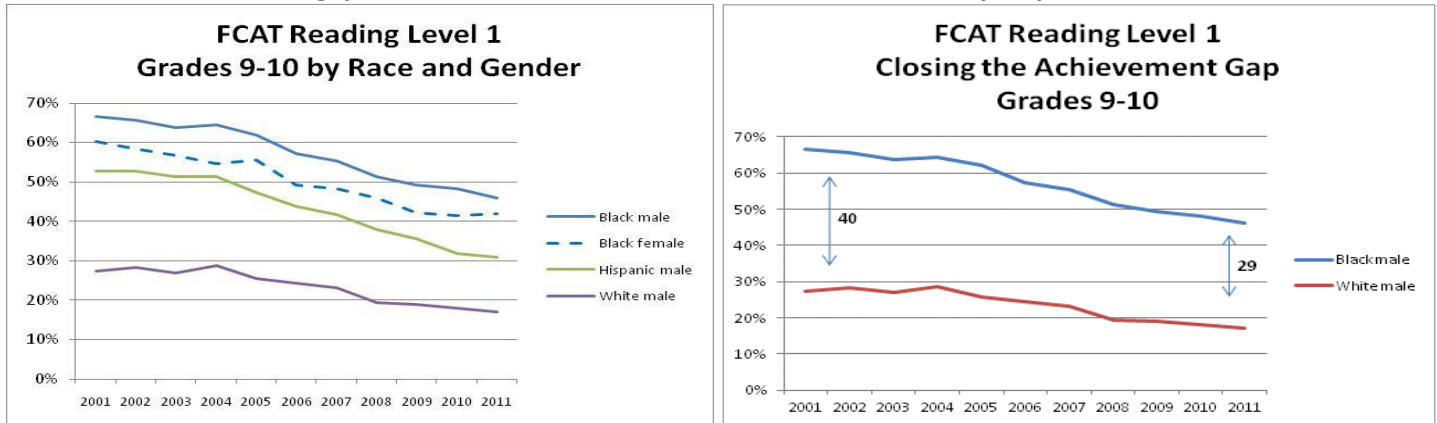


Exhibit 6 – The proportion of black males in grades 9-10 scoring at Achievement Level 1 on FCAT Reading decreased from 67% to 46% and the gap between black males and white males narrowed by 11 points over time.



FAT Mathematics Level 3 and Above

The proportion of black male students scoring at Level 3 and above on FCAT Mathematics has increased over time in all grade ranges. For example, from 2001 to 2011, the proportion of black male students in grades 3-5 scoring at achievement levels on FCAT Mathematics increased from 28 to 56 percent. In addition, the achievement gap between these black males and white males closed from 38 percentage points to 25 percentage points.

Exhibit 7 - The percent of Black males in grades 3-5 scoring at or above grade level in Mathematics increased 28 percentage points over time and narrowed the achievement gap by 13 points.

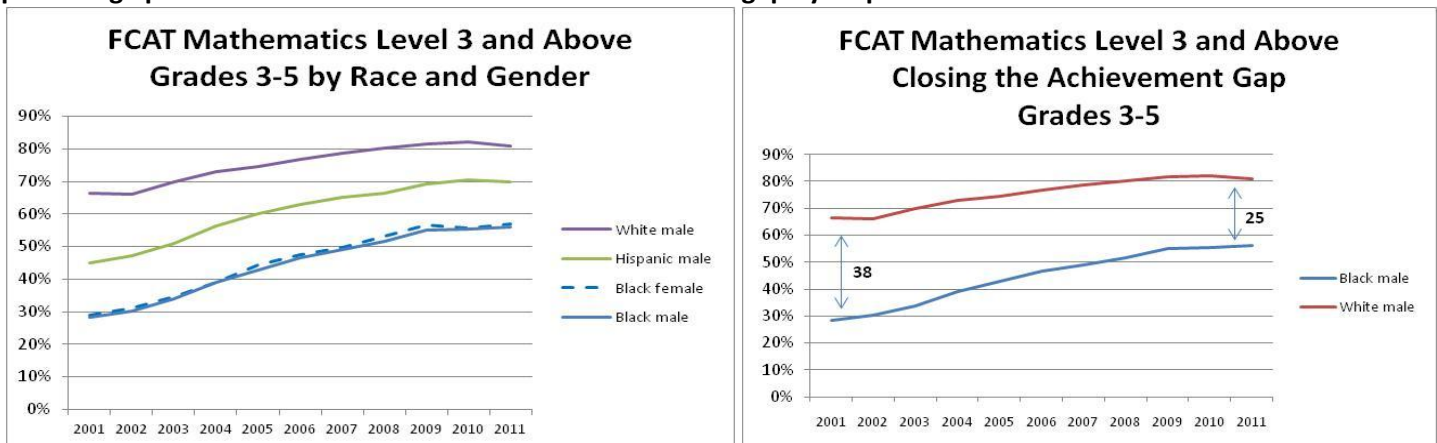


Exhibit 8 - The percent of Black males in grades 6-8 scoring at or above grade level in Mathematics increased 20 percentage points over time and narrowed the achievement gap by 7 points.

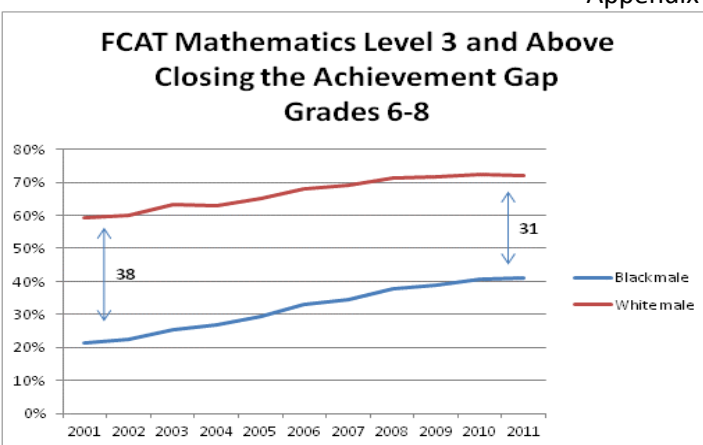
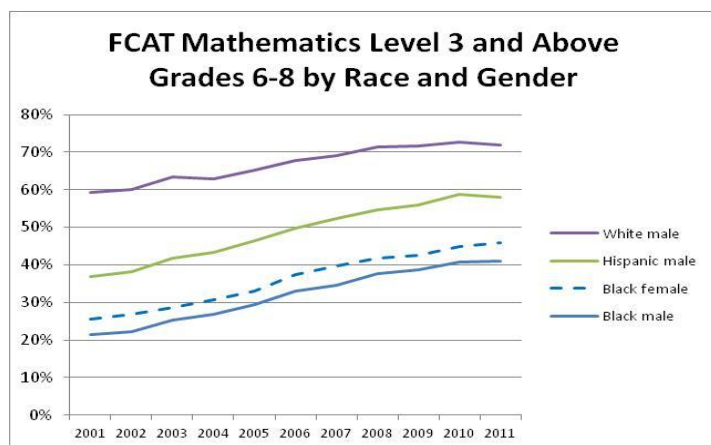
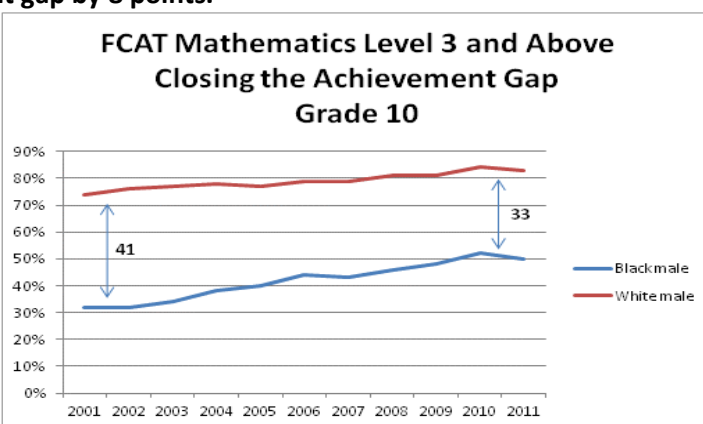
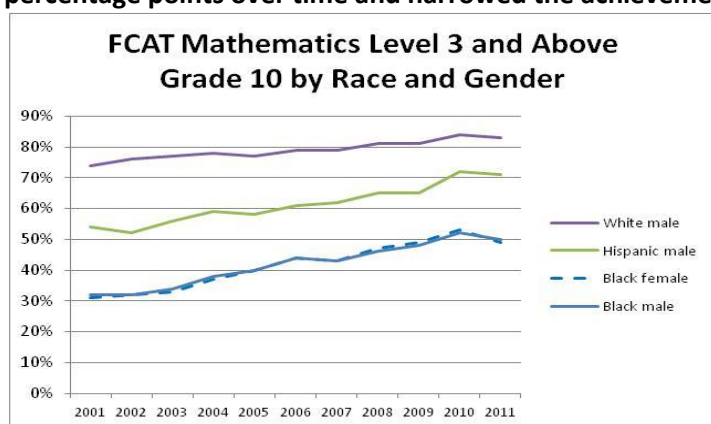


Exhibit 9 - The percent of Black males in grade 10 scoring at or above grade level in Mathematics increased 18 percentage points over time and narrowed the achievement gap by 8 points.



FCAT Mathematics Level 1

The proportion of black male students scoring at the lowest achievement level in FCAT Mathematics has decreased for all grade ranges and the achievement gap has narrowed. For example, from 2001 to 2011, the proportion of black male students in grades 3-5 scoring at Achievement Level 1 on FCAT Reading decreased from 48 to 19 percent. In addition, the achievement gap between these black males and white males closed from 32 to 13 percentage points.

Exhibit 10 – The proportion of black males in grades 3-5 scoring at Achievement Level 1 on FCAT Mathematics decreased from 48% to 19% and the gap between black males and white males narrowed by 19 percentage points over time.

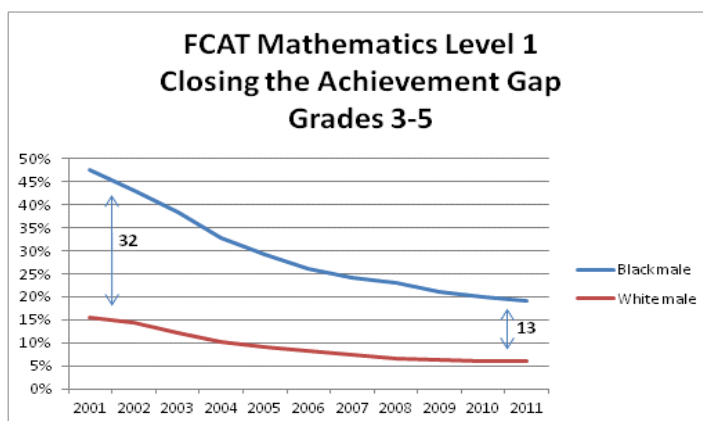
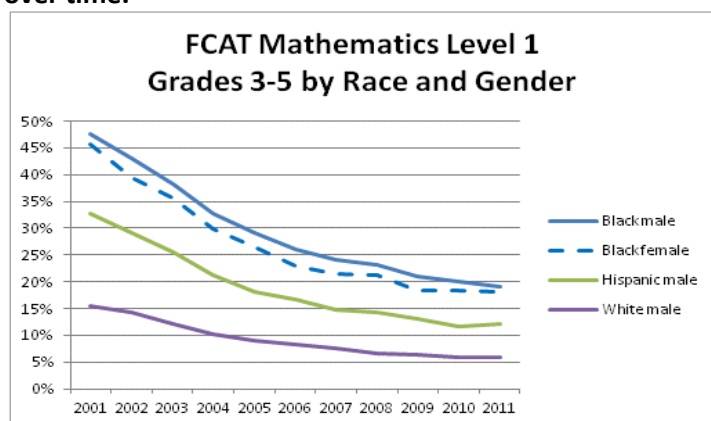


Exhibit 11 – The proportion of black males in grades 6-8 scoring at Achievement Level 1 on FCAT Mathematics decreased from 58% to 34% and the gap between black males and white males narrowed by 14 percentage points over time.

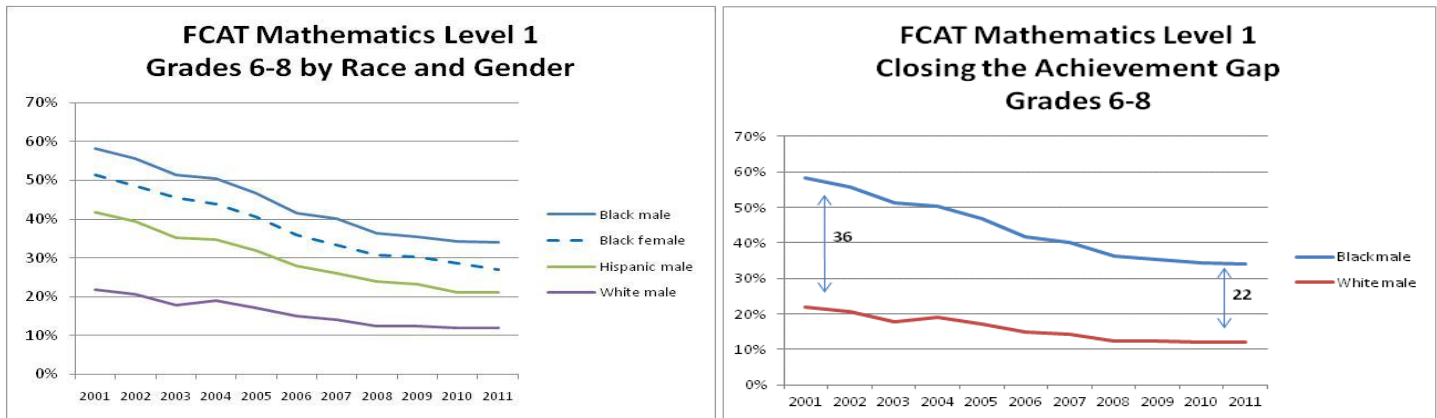
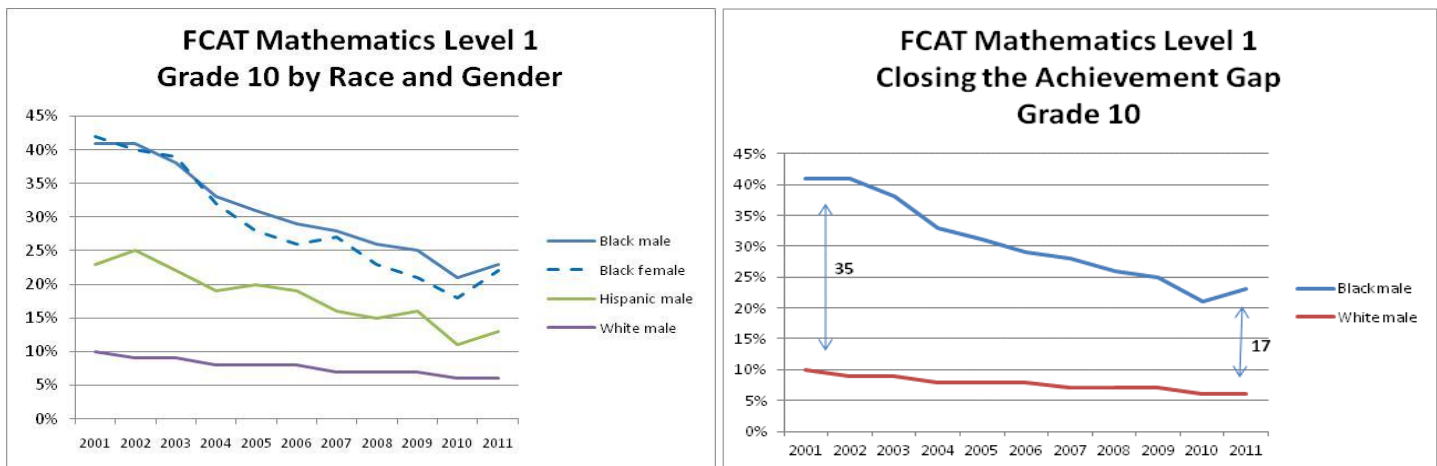


Exhibit 12 – The proportion of black males in grades 9-10 scoring at Achievement Level 1 on FCAT Mathematics decreased from 41% to 23% and the gap between black males and white males narrowed by 18 percentage points over time.



Learning Gains - FCAT Reading

Overall there are a lower proportion of Black males than white males making learning gains in Reading but when looking at individual groups such as students at achievement levels 1 and 2, the percentage of Black males making learning gains is larger than white males. The y axes in the charts in this section do not start at 0% in order to show the differences between the student groups.

Exhibit 13 – The proportion of black male students making learning gains on the FCAT Mathematics assessment has decreased slightly from 45% to 43%; the difference in gains between black males and white males increased by 2 percentage points over time.

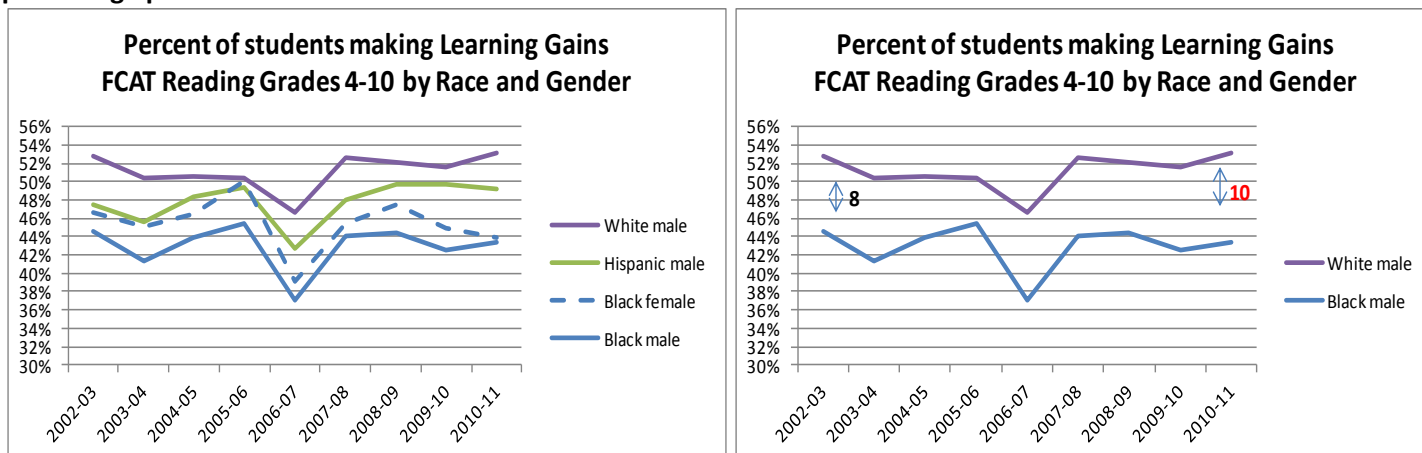


Exhibit 14 – The proportion of black male students in Achievement Levels 1 and 2 making FCAT Reading learning gains has decreased from 36% to 28%; however, they had higher percentages making learning gains than white males.

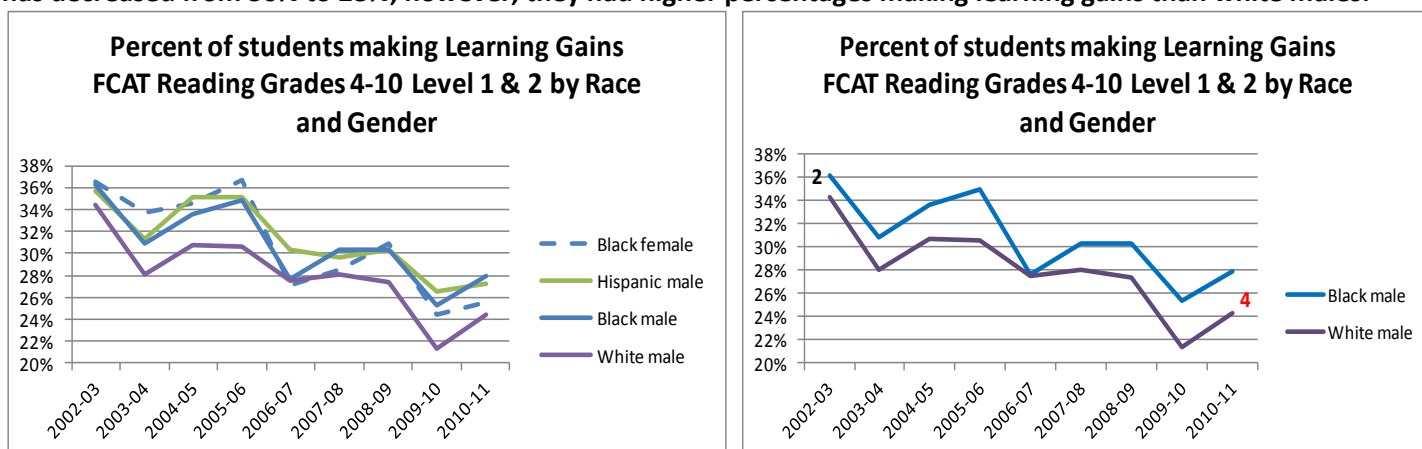
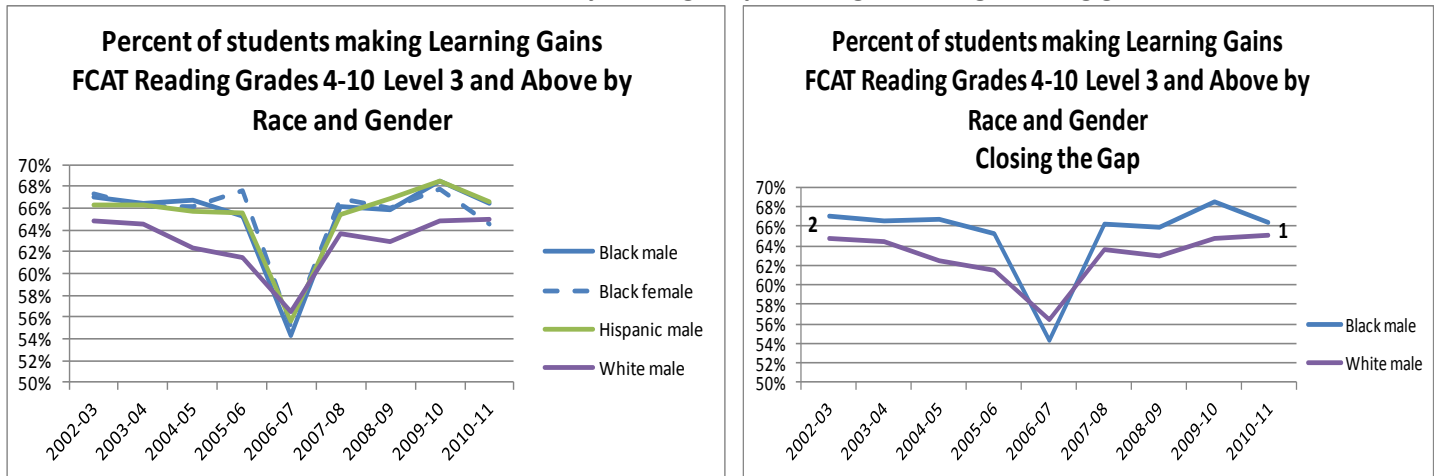


Exhibit 15 – The proportion of black male students making FCAT Reading learning gains at Achievement Level 3 and above has fluctuated around 66%; however, they had higher percentages making learning gains than white males.



Learning Gains - FCAT Mathematics

Overall there are a higher proportion of Black males making learning gains in Mathematics than white males. This holds true also when looking at students at achievement levels 1 and 2, the percentage of Black males making learning gains is larger than white males. The y axes in most of the charts in this section do not start at 0% in order to show the differences between the student groups.

Exhibit 16 – The proportion of black male students making learning gains on the FCAT Mathematics assessment has decreased from 71% to 65%; however black males had a larger percentage making learning gains than white males.

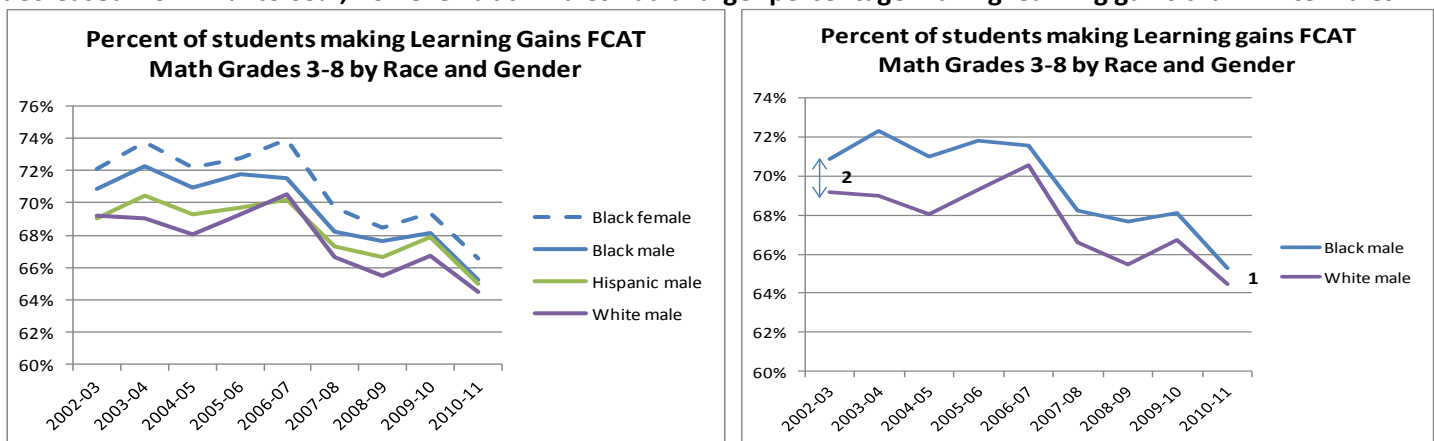


Exhibit 17 – The proportion of black male students in Achievement Levels 1 and 2 making FCAT Mathematics learning gains has decreased from 42% to 34%; however black males had a larger percentage making learning gains than white males.

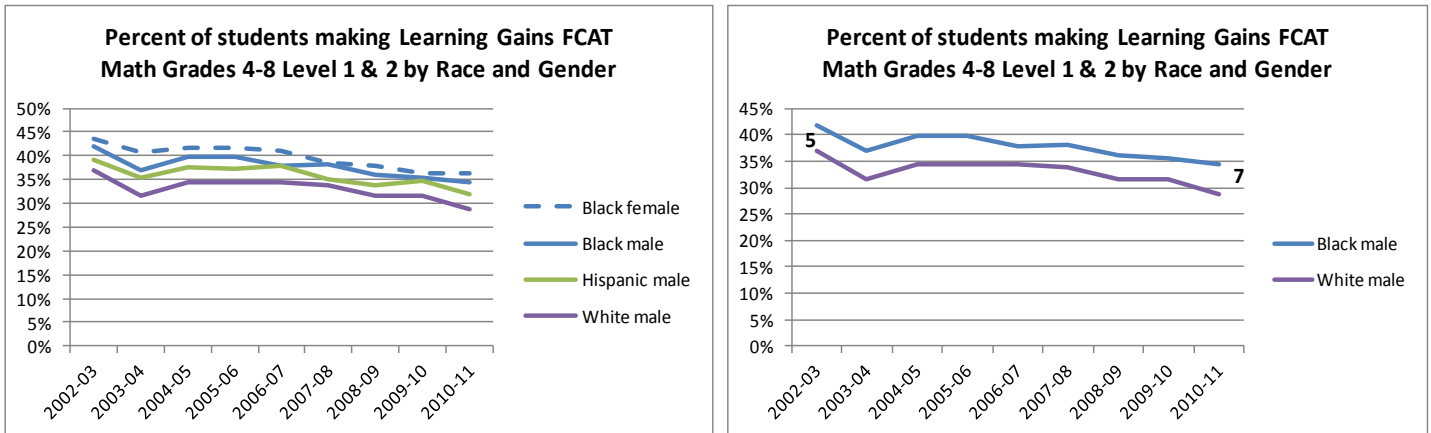
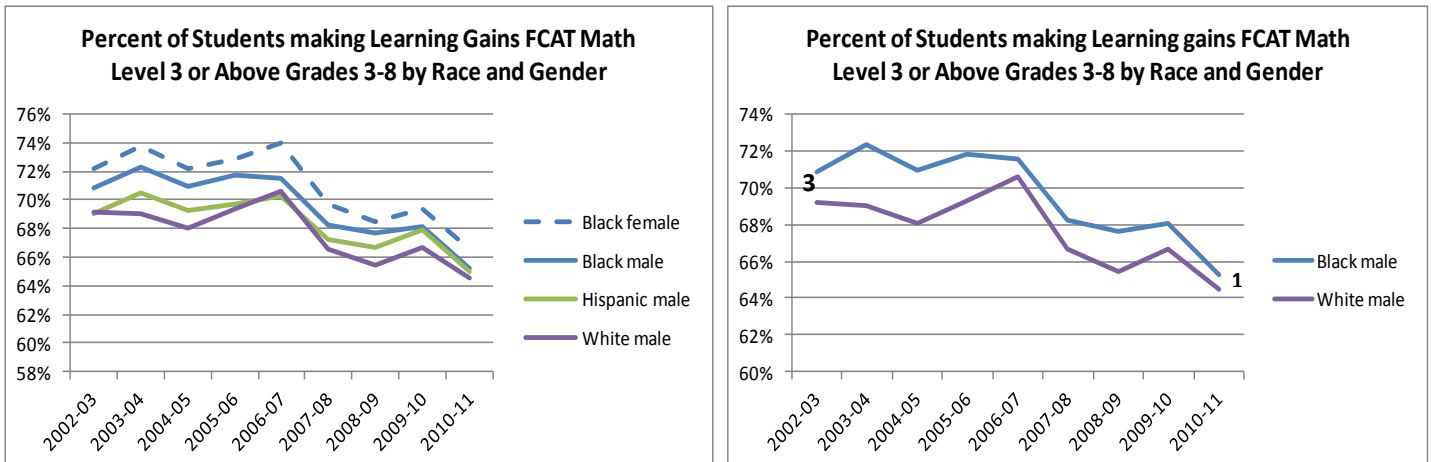


Exhibit 18 – The proportion of black male students making FCAT Mathematics learning gains at Achievement Level 3 and above decreased from 71% to 65%; however, a larger proportion of black males made learning gains than white males.



Appendix A - Total number of students by year, race and gender.

Year	Black Male Students		White Male Students		Black Female Students		Hispanic Male Students	
	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains
FCAT Reading: Total Students								
2002-03	80,230	64,165	211,902	110,545	83,798	63,127	77,995	48,698
2003-04	74,198	70,554	201,770	120,487	80,668	66,325	78,351	55,015
2004-05	79,972	66,651	201,355	119,423	83,908	64,160	88,166	53,477
2005-06	81,775	64,442	196,151	120,678	89,467	57,869	93,607	54,858
2006-07	63,682	57,115	170,782	94,520	66,545	56,648	78,646	50,643
2007-08	77,555	60,839	194,042	99,032	79,156	59,562	94,345	55,891
2008-09	77,718	60,918	189,531	99,552	82,258	56,225	99,303	55,983
2009-10	74,482	68,122	184,345	108,489	77,536	64,437	104,267	65,739
2010-11	77,094	67,746	183,635	101,065	76,167	66,963	110,513	72,526
FCAT Reading Level 1 & 2								
2002-03	47,540	59,383	54,421	75,340	43,949	57,061	36,161	41,377
2003-04	39,161	65,313	43,272	85,421	39,115	59,329	32,031	47,391
2004-05	42,125	60,497	45,730	77,576	38,861	56,693	36,410	43,758
2005-06	40,999	57,708	43,055	77,619	37,438	49,975	35,169	44,170
2006-07	30,676	51,840	33,932	64,387	26,594	48,817	28,183	41,352
2007-08	32,899	54,413	32,147	63,192	27,487	51,509	28,434	44,100
2008-09	32,086	53,067	30,031	60,881	28,261	46,690	28,583	42,909
2009-10	26,602	60,303	23,237	68,561	22,054	54,816	24,924	51,005
2010-11	29,635	58,421	24,806	61,911	23,673	55,110	27,269	53,998
FCAT Reading Level 3+								
2002-03	32,690	4,782	157,481	35,205	39,849	6,066	41,834	7,321
2003-04	35,037	5,241	158,498	35,066	41,553	6,996	46,320	7,624
2004-05	37,847	6,154	155,625	41,847	45,047	7,467	51,756	9,719
2005-06	40,776	6,734	153,096	43,059	52,029	7,894	58,438	10,688
2006-07	33,006	5,275	136,850	30,133	39,951	7,831	50,463	9,291
2007-08	44,656	6,426	161,895	35,840	51,669	8,053	65,911	11,791
2008-09	45,632	7,851	159,500	38,671	53,997	9,535	70,720	13,074
2009-10	47,880	7,819	161,108	39,928	55,482	9,621	79,343	14,734
2010-11	47,459	9,325	158,829	39,154	52,494	11,853	83,244	18,528
FCAT Mathematics: Total Students								
2002-03	90,623	53,150	235,409	86,040	94,408	52,165	87,165	39,057
2003-04	87,074	57,117	229,830	91,756	93,234	53,453	91,056	42,068
2004-05	92,687	53,500	231,983	88,248	96,669	51,137	99,435	42,011
2005-06	94,091	51,819	233,172	83,100	97,622	49,575	105,001	43,231
2006-07	88,847	54,538	224,042	85,549	94,587	50,192	104,373	49,186
2007-08	90,773	47,198	217,607	75,086	92,735	45,871	107,466	42,598
2008-09	89,115	49,150	209,991	78,708	91,862	46,495	108,804	46,284
2009-10	89,616	52,738	211,009	81,470	91,164	50,653	118,344	51,401
2010-11	77,264	47,849	169,969	74,201	78,863	44,013	105,921	52,381

Year	Black Male Students		White Male Students		Black Female Students		Hispanic Male Students	
	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains
FCAT Mathematics Level 1 & 2								
2002-03	52,810	49,122	48,037	56,387	53,753	31,717	34,147	32,020
2003-04	44,389	52,738	38,973	60,881	47,261	32,901	30,213	34,516
2004-05	46,064	47,945	39,650	53,841	46,666	31,306	31,711	32,492
2005-06	43,056	46,172	36,204	50,855	43,295	32,845	30,651	33,046
2006-07	38,009	47,660	32,438	49,621	38,965	34,314	28,611	36,224
2007-08	36,961	40,184	29,169	40,834	35,290	29,955	26,670	30,176
2008-09	33,321	40,994	25,573	40,839	33,181	30,436	24,749	31,281
2009-10	31,967	43,016	24,487	40,483	30,938	33,760	25,077	33,627
2010-11	27,202	38,299	19,404	37,293	26,641	32,275	21,873	33,614
FCAT Mathematics Level 3+								
2002-03	37813	4028	187372	29653	40655	4434	53018	7037
2003-04	42685	4379	190857	30875	45973	4507	60843	7552
2004-05	46623	5555	192333	34407	50003	5700	67724	9519
2005-06	51035	5647	196968	32245	54327	5931	74350	10185
2006-07	50838	6878	191604	35928	55622	6728	75762	12962
2007-08	53812	7014	188438	34252	57445	7079	80796	12422
2008-09	55794	8156	184418	37869	58681	8468	84055	15003
2009-10	57649	9722	186522	40987	60226	9653	93267	17774
2010-11	50062	9550	150565	36908	52222	9212	84048	18767

Appendix B - Percentage of students by year, race and gender.

Year	Black Male Students		White Male Students		Black Female Students		Hispanic Male Students	
	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains
FCAT Reading: Total Percentage of Students								
2002-03	45%	36%	53%	28%	47%	35%	47%	30%
2003-04	41%	39%	50%	30%	45%	37%	46%	32%
2004-05	44%	37%	51%	30%	46%	35%	48%	29%
2005-06	45%	36%	50%	31%	50%	32%	49%	29%
2006-07	37%	33%	47%	26%	39%	33%	43%	28%
2007-08	44%	35%	53%	27%	45%	34%	48%	28%
2008-09	44%	35%	52%	27%	47%	32%	50%	28%
2009-10	43%	39%	52%	30%	45%	37%	50%	31%
2010-11	43%	38%	53%	29%	44%	39%	49%	32%
FCAT Reading Level 1 & 2								
2002-03	36%	45%	34%	48%	37%	47%	36%	41%
2003-04	31%	52%	28%	55%	34%	51%	31%	46%
2004-05	34%	48%	31%	52%	34%	50%	35%	42%
2005-06	35%	49%	31%	55%	37%	49%	35%	44%
2006-07	28%	47%	27%	52%	27%	50%	30%	44%
2007-08	30%	50%	28%	55%	28%	53%	30%	46%
2008-09	30%	50%	27%	55%	31%	51%	30%	46%
2009-10	25%	57%	21%	63%	24%	61%	27%	54%
2010-11	28%	55%	24%	61%	26%	60%	27%	54%
FCAT Reading Level 3+								
2002-03	67%	10%	65%	14%	67%	10%	66%	12%
2003-04	66%	10%	64%	14%	66%	11%	66%	11%
2004-05	67%	11%	62%	17%	66%	11%	66%	12%
2005-06	65%	11%	61%	17%	68%	10%	66%	12%
2006-07	54%	9%	56%	12%	55%	11%	56%	10%
2007-08	66%	10%	64%	14%	67%	10%	65%	12%
2008-09	66%	11%	63%	15%	66%	12%	67%	12%
2009-10	68%	11%	65%	16%	68%	12%	68%	13%
2010-11	66%	13%	65%	16%	65%	15%	67%	15%
FCAT Mathematics: Total Percentage of Students								
2002-03	51%	30%	59%	21%	53%	29%	53%	24%
2003-04	49%	32%	58%	23%	52%	30%	53%	24%
2004-05	51%	29%	58%	22%	54%	28%	55%	23%
2005-06	52%	29%	60%	21%	55%	28%	56%	23%
2006-07	52%	32%	61%	23%	56%	29%	57%	27%
2007-08	52%	27%	59%	20%	53%	26%	55%	22%
2008-09	51%	28%	58%	22%	53%	27%	55%	23%
2009-10	51%	30%	59%	23%	53%	29%	56%	25%
2010-11	50%	31%	56%	25%	52%	29%	54%	26%

Year	Black Male Students		White Male Students		Black Female Students		Hispanic Male Students	
	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains	Making Learning Gains	Not Making Learning Gains
FCAT Mathematics Level 1 & 2								
2002-03	42%	39%	37%	43%	44%	39%	39%	37%
2003-04	37%	44%	32%	50%	41%	42%	35%	40%
2004-05	40%	41%	34%	47%	42%	41%	37%	38%
2005-06	40%	43%	34%	48%	42%	42%	37%	40%
2006-07	38%	48%	34%	53%	41%	46%	38%	48%
2007-08	38%	41%	34%	47%	39%	42%	35%	40%
2008-09	36%	44%	31%	50%	38%	44%	34%	43%
2009-10	35%	48%	32%	52%	36%	48%	35%	47%
2010-11	34%	48%	29%	55%	36%	47%	32%	49%
FCAT Mathematics Level 3+								
2002-03	71%	8%	69%	11%	72%	8%	69%	9%
2003-04	72%	7%	69%	11%	74%	7%	70%	9%
2004-05	71%	8%	68%	12%	72%	8%	69%	10%
2005-06	72%	8%	69%	11%	73%	8%	70%	10%
2006-07	72%	10%	71%	13%	74%	9%	70%	12%
2007-08	68%	9%	67%	12%	70%	9%	67%	10%
2008-09	68%	10%	65%	13%	68%	10%	67%	12%
2009-10	68%	11%	67%	15%	69%	11%	68%	13%
2010-11	65%	12%	64%	16%	67%	12%	65%	15%

Sources: Florida Department of Education, PK-20 Education Data Warehouse and the Florida Education and Training Placement Information Program (FETPIP)

2012-13 FEFP - SENATE SUBCOMMITTEE DRAFT PROPOSAL, FEBRUARY 7, 2012
Public Schools Funding Summary, Comparison with 2011-12
Total All Districts

	2011-12 3rd Calculation -1-	2012-13 Senate Subcommittee Feb. 7 Draft -2-	Difference -3-	Percentage Difference -4-
<u>Major FEFP Formula Components</u>				
1 Unweighted FTE	2,663,743.54	2,695,247.82	31,504.28	1.18%
2 Weighted FTE	2,873,398.00	2,921,872.00	48,474.00	1.69%
3				
4 School Taxable Value (Tax Roll)	1,385,846,696,347	1,335,847,393,896	(49,999,302,451)	-3.61%
5				
6 Required Local Effort Millage	5.446	5.446	0.000	0.00%
7 Discretionary Millage	0.748	0.748	0.000	0.00%
8 Total Millage	6.194	6.194	0.000	0.00%
9				
10 Base Student Allocation	3,479.22	3,629.12	149.90	4.31%
11				
12 <u>FEFP Detail</u>				
13 WFTE x BSA x DCD (Base FEFP)	10,006,422,249	10,613,038,732	606,616,483	6.06%
14 Declining Enrollment Allocation	3,420,701	1,839,327	(1,581,374)	-46.23%
15 Sparsity Supplement	35,754,378	35,754,378	0	0.00%
16 State Funded Discretionary Contribution	11,537,745	12,374,261	836,516	7.25%
17 Voted .25 Mill Discretionary Compression	9,379,752	9,158,413	(221,339)	-2.36%
18 .748 Mill Compression	138,572,722	132,915,586	(5,657,136)	-4.08%
19 Safe Schools	64,456,019	64,456,019	0	0.00%
20 Supplemental Academic Instruction	615,924,773	642,419,370	26,494,597	4.30%
21 Reading Allocation	97,673,434	135,000,000	37,326,566	38.22%
22 ESE Guaranteed Allocation	943,167,996	950,607,550	7,439,554	0.79%
23 Merit Award Program Allocation	18,872,311	0	(18,872,311)	-100.00%
24 DJJ Supplemental Allocation	7,582,953	7,584,716	1,763	0.02%
25 Transportation	415,449,129	420,362,675	4,913,546	1.18%
26 Instructional Materials	209,240,737	211,715,442	2,474,705	1.18%
27 Teachers Lead	31,895,373	31,895,373	0	0.00%
28 Virtual Education Contribution	21,869,687	19,250,517	(2,619,170)	-11.98%
29 Total FEFP	12,631,219,959	13,288,372,359	657,152,400	5.20%
30				
31 Less: Required Local Effort	6,937,607,602	6,729,828,160	(207,779,442)	-2.99%
32				
33 Gross State FEFP Funds	5,693,612,357	6,558,544,199	864,931,842	15.19%
34 Proration to Appropriation	(31,294,199)	0	31,294,199	-100.00%
35 Net State FEFP Funds	5,662,318,158	6,558,544,199	896,226,041	15.83%
36				
37 <u>State Categorical Programs</u>				
38 Discretionary Lottery/School Recognition	119,596,643	119,596,643	0	0.00%
39 Class Size Reduction Allocation	2,927,464,879	2,986,462,632	58,997,753	2.02%
40 Total Categorical Funding	3,047,061,522	3,106,059,275	58,997,753	1.94%
41				
42 Total State Funding	8,709,379,680	9,664,603,474	955,223,794	10.97%
43				
44 <u>Local Funding</u>				
45 Total Required Local Effort	6,937,607,602	6,729,828,160	(207,779,442)	-2.99%
46 .748 Mill Discretionary Local Effort	934,603,814	902,631,451	(31,972,363)	-3.42%
47 Total Local Funding	7,872,211,416	7,632,459,611	(239,751,805)	-3.05%
48				
49 <u>Total Funding</u>	<u>16,581,591,096</u>	<u>17,297,063,085</u>	<u>715,471,989</u>	<u>4.31%</u>
50				
51 Total Funds per UFTE	6,224.92	6,417.62	192.70	3.10%

2012-2013 Senate PreK-12 Appropriations		All Funds						General Revenue, Educational Enhancement TF & State School TF					
Chairman's Proposal, 2-9-12		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	(450,000)	300,000	(450,000)	-60.00%	750,000	750,000	(450,000)	300,000	(450,000)	-60.00%
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	100,000	1,638,450	100,000	6.50%	1,538,450	1,538,450	100,000	1,638,450	100,000	6.50%
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	600,000	9,020,147	200,000	2.27%	8,820,147	8,420,147	600,000	9,020,147	200,000	2.27%
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, 2-9-12		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	-
70d	Governor's School for Space Science and Technology	-	-	100,000	100,000	100,000	-	-	-	100,000	100,000	100,000	-
71	School and Instructional Enhancements	1,969,592	1,969,592	(68,983)	1,900,609	(68,983)	-3.50%	1,969,592	1,969,592	(68,983)	1,900,609	(68,983)	-3.50%
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	NEFEC 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	(281,000)	18,676,506	(281,000)	-1.48%
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	(57,000)	2,634,998	(57,000)	-2.12%
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	9,713,671	85,479,295	(1,132,370)	-1.31%	31,422,090	31,422,090	11,142,929	42,565,019	11,142,929	35.46%

2012-2013 Senate PreK-12 Appropriations Chairman's Proposal, 2-9-12		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
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%
101	Contracted Services	19,736,111	17,699,572	(1,645,587)	16,053,985	(3,682,126)	-18.66%	633,162	633,162	(112,463)	520,699	(112,463)	-17.76%
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	10,125,732	199,187,757	(6,871,375)	-3.33%	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	1,252,206,227	12,890,317,356	25,749,922	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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378 2. A student in membership in a program scheduled for more
379 or less than 180 school days or the equivalent on an hourly
380 basis as specified by rules of the State Board of Education is a
381 fraction of a full-time equivalent membership equal to the
382 number of instructional hours in membership divided by the
383 appropriate number of hours set forth in subparagraph (a)1.;
384 however, for the purposes of this subparagraph, membership in
385 programs scheduled for more than 180 days is limited to students
386 enrolled in juvenile justice education programs and the Florida
387 Virtual School.

388
389 The department shall determine and implement an equitable method
390 of equivalent funding for experimental schools and for schools
391 operating under emergency conditions, which schools have been
392 approved by the department to operate for less than the minimum
393 school day.

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

400 Section 8. Paragraph (f) of subsection (1), paragraph (b)
401 of subsection (6), subsection (9), and paragraph (b) of
402 subsection (13) of section 1011.62, Florida Statutes, are
403 amended to read:

404 1011.62 Funds for operation of schools.—If the annual
405 allocation from the Florida Education Finance Program to each
406 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 (9)(a).

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.

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1 A bill to be entitled
2 An act relating to early learning funding; amending s.
3 411.01, F.S.; revising the duties of the Office of
4 Early Learning; requiring that the Office of Early
5 Learning coordinate with other state agencies to
6 perform data matches on families participating in the
7 school readiness program; revising the minimum number
8 of children who must be served by each early learning
9 coalition; deleting provisions that require the Office
10 of Early Learning to grant waivers to early learning
11 coalitions serving fewer children than the minimum
12 number established; requiring that each school
13 readiness provider administer preassessments and
14 postassessments; revising the standards for school
15 readiness plans to conform to changes made by the act;
16 requiring that each approved plan require a parent
17 copayment of a minimum percentage of a family's
18 income; authorizing an early learning coalition to
19 grant a waiver from such parent copayment; revising
20 provisions relating to eligibility for school
21 readiness programs; requiring that each early learning
22 coalition give priority to children who meet certain
23 requirements; requiring that funding for the school
24 readiness program be allocated among the early
25 learning coalitions pursuant to the act or as provided
26 in the General Appropriations Act; revising provisions
27 relating to the minimum percentage of funds to be used
28 for administrative, nondirect, and quality
29 expenditures; authorizing the Office of Early Learning

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30 to grant waivers from limitations on such expenditures
31 under certain circumstances; requiring that the Office
32 of Early Learning adopt school readiness provider
33 payment rates for each early learning coalition
34 service area based on the prevailing market rate;
35 requiring that the Office of Early Learning ensure
36 that each payment rate is uniform statewide by care
37 level and provider type; authorizing the Office of
38 Early Learning to investigate early learning
39 coalitions and school readiness recipients and
40 providers for fraud or overpayment; providing
41 reporting requirements; providing penalties; amending
42 s. 411.0101, F.S.; conforming a cross-reference;
43 amending s. 411.01013, F.S.; revising provisions
44 relating to the prevailing market rate schedule
45 established by the Office of Early Learning; requiring
46 that each child care and early learning education
47 provider that receives school readiness funds submit
48 its market rate to the Office of Early Learning by a
49 specified date each year; amending s. 411.0106, F.S.;
50 conforming a cross-reference; amending s. 1002.71,
51 F.S.; requiring that the Office of Early Learning
52 establish criteria for granting exemptions for good
53 cause for children enrolled in prekindergarten
54 programs; providing an effective date.

55
56 Be It Enacted by the Legislature of the State of Florida:

57
58 Section 1. Section 411.01, Florida Statutes, is amended to

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59 read:

60 411.01 School readiness programs; early learning
61 coalitions.—

62 (1) SHORT TITLE.—This section may be cited as the "School
63 Readiness Act."

64 (2) LEGISLATIVE INTENT.—

65 (a) The Legislature recognizes that school readiness
66 programs increase children's chances of achieving future
67 educational success and becoming productive members of society.
68 It is the intent of the Legislature that the programs be
69 developmentally appropriate, research-based, involve the parent
70 as a child's first teacher, serve as preventive measures for
71 children at risk of future school failure, enhance the
72 educational readiness of eligible children, and support family
73 education. Each school readiness program shall provide the
74 elements necessary to prepare at-risk children for school,
75 including health screening and referral and an appropriate
76 educational program.

77 (b) It is the intent of the Legislature that school
78 readiness programs be operated on a full-day, year-round basis
79 to the maximum extent possible to enable parents to work and
80 become financially self-sufficient.

81 (c) It is the intent of the Legislature that school
82 readiness programs not exist as isolated programs, but build
83 upon existing services and work in cooperation with other
84 programs for young children, and that school readiness programs
85 be coordinated to achieve full effectiveness.

86 (d) It is the intent of the Legislature that the
87 administrative staff for school readiness programs be kept to

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the minimum necessary to administer the duties of the Office of Early Learning and early learning coalitions. The Office of Early Learning shall adopt system support services at the state level to build a comprehensive early learning system. Each early learning coalition shall implement and maintain direct enhancement services at the local level, as approved in its school readiness plan by the Office of Early Learning, and ensure access to such services in all 67 counties.

(e) It is the intent of the Legislature that the school readiness program coordinate and operate in conjunction with the district school systems. However, it is also the intent of the Legislature that the school readiness program not be construed as part of the system of free public schools but rather as a separate program for children under the age of kindergarten eligibility, funded separately from the system of free public schools, utilizing a mandatory sliding fee scale, and providing an integrated and seamless system of school readiness services for the state's birth-to-kindergarten population.

(f) It is the intent of the Legislature that school readiness services be an integrated and seamless program of services with a developmentally appropriate education component for the state's eligible birth-to-kindergarten population described in subsection (6) and not be construed as part of the seamless K-20 education system.

(3) PARENTAL PARTICIPATION IN SCHOOL READINESS PROGRAMS.—
This section does not:

(a) Relieve parents and guardians of their own obligations to prepare their children for school; or

(b) Create any obligation to provide publicly funded school

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readiness programs or services beyond those authorized by the
Legislature.

(4) OFFICE OF EARLY LEARNING OF THE DEPARTMENT OF
EDUCATION.—

(a) The Office of Early Learning shall administer school
readiness programs at the state level and shall coordinate with
the early learning coalitions in providing school readiness
services on a full-day, full-year, full-choice basis to the
extent possible in order to enable parents to work and be
financially self-sufficient.

(b) The Office of Early Learning shall:

1. Prioritize services to eligible children from birth to
kindergarten.

~~2.1.~~ Coordinate the birth-to-kindergarten services for
children who are eligible under subsection (6) and the
programmatic, administrative, and fiscal standards under this
section for all public providers of school readiness programs.

~~3.2.~~ Focus on improving the educational quality of all
program providers participating in publicly funded school
readiness programs.

~~4.3.~~ Provide comprehensive services to the state's birth-
to-5 population, which shall ensure the preservation of parental
choice by permitting parents to choose from a variety of child
care categories, including: center-based child care; group home
child care; family child care; and in-home child care. Care and
curriculum by a sectarian provider may not be limited or
excluded in any of these categories.

(c) The Governor shall designate the Office of Early
Learning as the lead agency for administration of the federal

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Child Care and Development Fund, 45 C.F.R. parts 98 and 99, and the office shall comply with the lead agency responsibilities under federal law.

(d) The Office of Early Learning shall:

1. Be responsible for the prudent use of all public and private funds in accordance with all legal and contractual requirements.

2. Adopt a uniform chart of accounts for budgeting and financial reporting which provides standard definitions for expenditures and reports for each of the following categories:

a. Direct expenditures for services to children;

b. Administrative costs;

c. Nondirect expenditures; and

d. Quality.

~~3.2.~~ Provide final approval and every 2 years review early learning coalitions and school readiness plans.

~~4.3.~~ Establish a unified approach to the state's efforts toward enhancement of school readiness. In support of this effort, the Office of Early Learning shall adopt specific system support services that address the state's school readiness programs. An early learning coalition shall amend its school readiness plan to conform to the specific system support services adopted by the Office of Early Learning. System support services shall include, ~~but are not limited to:~~

a. Child care resource and referral services;

b. Warm-Line services;

c. Eligibility determinations;

d. Child performance standards;

e. Child screening ~~and assessment;~~

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- f. Developmentally appropriate curricula;
- g. Health and safety requirements;
- h. Statewide data system requirements; and
- i. Rating and improvement systems.

5.4. Safeguard the effective use of and prioritize federal
and, state funds for direct services, ~~local, and private~~
~~resources~~ to achieve the highest possible level of school
readiness for the children in this state.

6.5. Adopt a rule establishing criteria for the expenditure
of funds designated for the purpose of funding activities to
improve the quality of child care within the state in accordance
with s. 658G of the federal Child Care and Development Block
Grant Act.

7.6. Provide technical assistance to early learning
coalitions in a manner determined by the Office of Early
Learning based upon information obtained by the office from
various sources, including, but not limited to, public input,
government reports, private interest group reports, office
monitoring visits, and coalition requests for service.

8.7. In cooperation with the early learning coalitions,
coordinate with the Child Care Services Program Office of the
Department of Children and Family Services to minimize
duplicating interagency activities, health and safety
monitoring, and acquiring and composing data pertaining to child
care training and credentialing.

9.8. Develop and adopt performance standards and outcome
measures for school readiness programs. The performance
standards must address the age-appropriate progress of children
in the development of school readiness skills. The performance

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standards for children from birth to 5 years of age in school readiness programs must be integrated with the performance standards adopted by the Department of Education for children in the Voluntary Prekindergarten Education Program under s. 1002.67.

10. By July 1, 2013, identify a preassessment and postassessment aligned with the performance standards adopted under subparagraph 9. The preassessments and postassessments shall begin immediately after adoption and shall be used by school readiness program providers. The office shall collect the results of the preassessments and postassessments statewide to evaluate the effectiveness of the school readiness program. At a minimum, a preassessment shall be administered to each child who participates in a school readiness program within the first 45 days after enrollment. By May 30 of each year, a postassessment shall be administered to each child who participates in a provider's program for at least the previous 6 months.

11.9- Adopt a statewide, standardized ~~standard~~ contract that is limited to state and federal requirements and that must be used by the coalitions when contracting with school readiness providers. The office shall prohibit the coalitions from adopting addenda to the contract.

12. Adopt a statewide, standardized contract monitoring tool that must be used by each early learning coalition when monitoring the compliance of school readiness providers under the statewide, standardized contract adopted under subparagraph 11.

(e) The Office of Early Learning may adopt rules under ss. 120.536(1) and 120.54 to administer the provisions of law

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conferring duties upon the office, including, but not limited to, rules governing the administration of system support services of school readiness programs, the collection of data, the approval of early learning coalitions and school readiness plans, the provision of a method whereby an early learning coalition may serve two or more counties, the award of incentives to early learning coalitions, child performance standards, child outcome measures, the issuance of waivers, and the implementation of the state's Child Care and Development Fund Plan as approved by the federal Administration for Children and Families.

(f) The Office of Early Learning shall have all powers necessary to administer this section, including, but not limited to, the power to receive and accept grants, loans, or advances of funds from any public or private agency and to receive and accept from any source contributions of money, property, labor, or any other thing of value, to be held, used, and applied for purposes of this section.

(g) Except as provided by law, the Office of Early Learning may not impose requirements on a child care or early childhood education provider that does not deliver services under the school readiness programs or receive state or federal funds under this section.

(h) The Office of Early Learning shall have a budget for school readiness programs, which shall be financed through an annual appropriation made for purposes of this section in the General Appropriations Act.

(i) The Office of Early Learning shall coordinate with other state agencies to perform data matches on families

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participating in the school readiness program in order to ensure proper eligibility for the school readiness program.

(j)~~(i)~~ The Office of Early Learning shall coordinate the efforts toward school readiness in this state and provide independent policy analyses, data analyses, and recommendations to the Governor, the State Board of Education, and the Legislature.

(k)~~(j)~~ The Office of Early Learning shall require that school readiness programs, at a minimum, enhance the age-appropriate progress of each child in attaining the performance standards adopted under subparagraph (d) 9. ~~(d) 8.~~ and in the development of the following school readiness skills:

1. Compliance with rules, limitations, and routines.
2. Ability to perform tasks.
3. Interactions with adults.
4. Interactions with peers.
5. Ability to cope with challenges.
6. Self-help skills.
7. Ability to express the child's needs.
8. Verbal communication skills.
9. Problem-solving skills.
10. Following of verbal directions.
11. Demonstration of curiosity, persistence, and exploratory behavior.
12. Interest in books and other printed materials.
13. Paying attention to stories.
14. Participation in art and music activities.
15. Ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal

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relationships.

Within 30 days after enrollment in the school readiness program, the early learning coalition must ensure that the program provider obtains information regarding the child's immunizations, physical development, and other health requirements as necessary, including appropriate vision and hearing screening and examinations. ~~For a program provider licensed by the Department of Children and Family Services, the provider's compliance with s. 402.305(9), as verified pursuant to s. 402.311, shall satisfy this requirement.~~

(1) ~~(k)~~ The Office of Early Learning shall conduct studies and planning activities related to the overall improvement and effectiveness of the outcome measures adopted by the office for school readiness programs and the specific system support services to address the state's school readiness programs adopted by the Office of Early Learning in accordance with subparagraph (d)4. ~~(d)3.~~

(m) ~~(l)~~ The Office of Early Learning shall monitor and evaluate the performance of each early learning coalition in administering the school readiness program, implementing the coalition's school readiness plan, and administering the Voluntary Prekindergarten Education Program. These monitoring and performance evaluations must include, at a minimum, onsite monitoring of each coalition's finances, management, operations, and programs.

(n) ~~(m)~~ The Office of Early Learning shall submit an annual report of its activities conducted under this section to the Governor, the President of the Senate, the Speaker of the House

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of Representatives, and the minority leaders of both houses of the Legislature. In addition, the Office of Early Learning's reports and recommendations shall be made available to the Florida Early Learning Advisory Council and other appropriate state agencies and entities. The annual report must provide an analysis of school readiness activities across the state, including the number of children who were served in the programs.

(o) ~~(n)~~ The Office of Early Learning shall work with the early learning coalitions to ensure availability of training and support for parental involvement in children's early education and to provide family literacy activities and services.

(5) CREATION OF EARLY LEARNING COALITIONS.—

(a) *Early learning coalitions.*—

1. Each early learning coalition shall maintain direct enhancement services at the local level and ensure access to such services in all 67 counties.

2. The Office of Early Learning shall establish the minimum number of children to be served by each early learning coalition through the coalition's school readiness program. The Office of Early Learning may only approve school readiness plans in accordance with this minimum number. The minimum number must be uniform for every early learning coalition and must:

a. Permit 31 or fewer coalitions to be established; and

b. Require each coalition to serve at least 1,700 ~~2,000~~ children based upon the average number of all children served per month through the coalition's school readiness program during the previous 12 months.

3. If an early learning coalition would serve fewer

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349 children than the minimum number established under subparagraph
350 2., the coalition must merge with another county to form a
351 multicounty coalition. The Office of Early Learning shall adopt
352 procedures for merging early learning coalitions, including
353 procedures for the consolidation of merging coalitions, and for
354 the early termination of the terms of coalition members which
355 are necessary to accomplish the mergers. ~~However, the Office of~~
356 ~~Early Learning shall grant a waiver to an early learning~~
357 ~~coalition to serve fewer children than the minimum number~~
358 ~~established under subparagraph 2., if:~~

359 ~~a. The Office of Early Learning has determined during the~~
360 ~~most recent review of the coalition's school readiness plan, or~~
361 ~~through monitoring and performance evaluations conducted under~~
362 ~~paragraph (4)(1), that the coalition has substantially~~
363 ~~implemented its plan;~~

364 ~~b. The coalition demonstrates to the Office of Early~~
365 ~~Learning the coalition's ability to effectively and efficiently~~
366 ~~implement the Voluntary Prekindergarten Education Program; and~~

367 ~~c. The coalition demonstrates to the Office of Early~~
368 ~~Learning that the coalition can perform its duties in accordance~~
369 ~~with law.~~

370
371 ~~If an early learning coalition fails or refuses to merge as~~
372 ~~required by this subparagraph, the Office of Early Learning may~~
373 ~~dissolve the coalition and temporarily contract with a qualified~~
374 ~~entity to continue school readiness and prekindergarten services~~
375 ~~in the coalition's county or multicounty region until the office~~
376 ~~reestablishes the coalition and a new school readiness plan is~~
377 ~~approved by the office.~~

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378 4. Each early learning coalition shall be composed of at
379 least 15 members but not more than 30 members. The Office of
380 Early Learning shall adopt standards establishing within this
381 range the minimum and maximum number of members that may be
382 appointed to an early learning coalition and procedures for
383 identifying which members have voting privileges under
384 subparagraph 6. These standards must include variations for a
385 coalition serving a multicounty region. Each early learning
386 coalition must comply with these standards.

387 5. The Governor shall appoint the chair and two other
388 members of each early learning coalition, who must each meet the
389 same qualifications as private sector business members appointed
390 by the coalition under subparagraph 7.

391 6. Each early learning coalition must include the following
392 member positions; however, in a multicounty coalition, each ex
393 officio member position may be filled by multiple nonvoting
394 members but no more than one voting member shall be seated per
395 member position. If an early learning coalition has more than
396 one member representing the same entity, only one of such
397 members may serve as a voting member:

398 a. A Department of Children and Family Services circuit
399 administrator or his or her designee who is authorized to make
400 decisions on behalf of the department.

401 b. A district superintendent of schools or his or her
402 designee who is authorized to make decisions on behalf of the
403 district.

404 c. A regional workforce board executive director or his or
405 her designee.

406 d. A county health department director or his or her

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designee.

e. A children's services council or juvenile welfare board chair or executive director, if applicable.

f. An agency head of a local licensing agency as defined in s. 402.302, where applicable.

g. A president of a community college or his or her designee.

h. One member appointed by a board of county commissioners or the governing board of a municipality.

i. A central agency administrator, where applicable.

j. A Head Start director.

k. A representative of private for-profit child care providers, including private for-profit family day care homes.

l. A representative of faith-based child care providers.

m. A representative of programs for children with disabilities under the federal Individuals with Disabilities Education Act.

7. Including the members appointed by the Governor under subparagraph 5., more than one-third of the members of each early learning coalition must be private sector business members who do not have, and none of whose relatives as defined in s. 112.3143 has, a substantial financial interest in the design or delivery of the Voluntary Prekindergarten Education Program created under part V of chapter 1002 or the coalition's school readiness program. To meet this requirement an early learning coalition must appoint additional members. The Office of Early Learning shall establish criteria for appointing private sector business members. These criteria must include standards for determining whether a member or relative has a substantial

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436 financial interest in the design or delivery of the Voluntary
437 Prekindergarten Education Program or the coalition's school
438 readiness program.

439 8. A majority of the voting membership of an early learning
440 coalition constitutes a quorum required to conduct the business
441 of the coalition. An early learning coalition board may use any
442 method of telecommunications to conduct meetings, including
443 establishing a quorum through telecommunications, provided that
444 the public is given proper notice of a telecommunications
445 meeting and reasonable access to observe and, when appropriate,
446 participate.

447 9. A voting member of an early learning coalition may not
448 appoint a designee to act in his or her place, except as
449 otherwise provided in this paragraph. A voting member may send a
450 representative to coalition meetings, but that representative
451 does not have voting privileges. When a district administrator
452 for the Department of Children and Family Services appoints a
453 designee to an early learning coalition, the designee is the
454 voting member of the coalition, and any individual attending in
455 the designee's place, including the district administrator, does
456 not have voting privileges.

457 10. Each member of an early learning coalition is subject
458 to ss. 112.313, 112.3135, and 112.3143. For purposes of s.
459 112.3143(3)(a), each voting member is a local public officer who
460 must abstain from voting when a voting conflict exists.

461 11. For purposes of tort liability, each member or employee
462 of an early learning coalition shall be governed by s. 768.28.

463 12. An early learning coalition serving a multicounty
464 region must include representation from each county.

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13. Each early learning coalition shall establish terms for all appointed members of the coalition. The terms must be staggered and must be a uniform length that does not exceed 4 years per term. Coalition chairs shall be appointed for 4 years in conjunction with their membership on the Early Learning Advisory Council under s. 20.052. Appointed members may serve a maximum of two consecutive terms. When a vacancy occurs in an appointed position, the coalition must advertise the vacancy.

(b) *Limitation.*—Except as provided by law, the early learning coalitions may not impose requirements on a child care or early childhood education provider that does not deliver services under the school readiness programs or receive state, federal, required maintenance of effort, or matching funds under this section.

(c) *Program expectations.*—

1. The school readiness program must meet the following expectations:

a. The program must, at a minimum, enhance the age-appropriate progress of each child in attaining the performance standards and outcome measures adopted by the Office of Early Learning.

b. The program must provide extended-day and extended-year services to the maximum extent possible without compromising the quality of the program to meet the needs of parents who work.

c. The program must provide a coordinated professional development system that supports the achievement and maintenance of core competencies by school readiness instructors in helping children attain the performance standards and outcome measures adopted by the Office of Early Learning.

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494 d. There must be expanded access to community services and
495 resources for families to help achieve economic self-
496 sufficiency.

497 e. There must be a single point of entry and unified
498 waiting list. As used in this sub-subparagraph, the term "single
499 point of entry" means an integrated information system that
500 allows a parent to enroll his or her child in the school
501 readiness program at various locations throughout a county, that
502 may allow a parent to enroll his or her child by telephone or
503 through an Internet website, and that uses a unified waiting
504 list to track eligible children waiting for enrollment in the
505 school readiness program. The Office of Early Learning shall
506 establish through technology a single statewide information
507 system that each coalition must use for the purposes of managing
508 the single point of entry, tracking children's progress,
509 coordinating services among stakeholders, determining
510 eligibility, tracking child attendance, and streamlining
511 administrative processes for providers and early learning
512 coalitions.

513 ~~f. The Office of Early Learning must consider the access of~~
514 ~~eligible children to the school readiness program, as~~
515 ~~demonstrated in part by waiting lists, before approving a~~
516 ~~proposed increase in payment rates submitted by an early~~
517 ~~learning coalition. In addition, early learning coalitions shall~~
518 ~~use school readiness funds made available due to enrollment~~
519 ~~shifts from school readiness programs to the Voluntary~~
520 ~~Prekindergarten Education Program for increasing the number of~~
521 ~~children served in school readiness programs before increasing~~
522 ~~payment rates.~~

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523 ~~f.g.~~ The program must meet all state licensing guidelines,
524 where applicable.

525 ~~g.h.~~ The program must ensure that minimum standards for
526 child discipline practices are age-appropriate. Such standards
527 must provide that children not be subjected to discipline that
528 is severe, humiliating, or frightening or discipline that is
529 associated with food, rest, or toileting. Spanking or any other
530 form of physical punishment is prohibited.

531 2. Each early learning coalition must implement a
532 comprehensive program of school readiness services in accordance
533 with the rules adopted by the office which enhance the
534 cognitive, social, and physical development of children to
535 achieve the performance standards and outcome measures. At a
536 minimum, these programs must contain the following system
537 support service elements:

538 a. Developmentally appropriate curriculum designed to
539 enhance the age-appropriate progress of children in attaining
540 the performance standards adopted by the Office of Early
541 Learning under subparagraph (4)(d)9 ~~(4)(d)8~~.

542 b. A character development program to develop basic values.

543 c. An age-appropriate screening of each child's
544 development.

545 d. An age-appropriate preassessment and postassessment of
546 children as provided in subsection (4) ~~assessment administered~~
547 ~~to children when they enter a program and an age-appropriate~~
548 ~~assessment administered to children when they leave the program.~~

549 e. An appropriate staff-to-children ratio, pursuant to s.
550 402.305(4) or s. 402.302(8) or (11), as applicable, and as
551 verified pursuant to s. 402.311.

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552 f. A healthy and safe environment pursuant to s.
553 401.305(5), (6), and (7), as applicable, and as verified
554 pursuant to s. 402.311.

555 g. A resource and referral network established under s.
556 411.0101 to assist parents in making an informed choice and a
557 regional Warm-Line under s. 411.01015.

558
559 The Office of Early Learning and early learning coalitions shall
560 coordinate with the Child Care Services Program Office of the
561 Department of Children and Family Services to minimize
562 duplicating interagency activities pertaining to acquiring and
563 composing data for child care training and credentialing.

564 (d) *Implementation.*—

565 1. An early learning coalition may not implement the school
566 readiness program until the coalition's school readiness plan is
567 approved by the Office of Early Learning.

568 2. Each early learning coalition shall coordinate with one
569 another to implement a comprehensive program of school readiness
570 services which enhances the cognitive, social, physical, and
571 moral character of the children to achieve the performance
572 standards and outcome measures and which helps families achieve
573 economic self-sufficiency. Such program must contain, at a
574 minimum, the following elements:

575 a. Implement the school readiness program to meet the
576 requirements of this section and the system support services,
577 performance standards, and outcome measures adopted by the
578 Office of Early Learning.

579 b. Demonstrate how the program will ensure that each child
580 from birth through 5 years of age in a publicly funded school

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581 readiness program receives scheduled activities and instruction
582 designed to enhance the age-appropriate progress of the children
583 in attaining the performance standards adopted by the department
584 under subparagraph (4) (d) 9 ~~(4) (d) 8~~.

585 c. Ensure that the coalition has solicited and considered
586 comments regarding the proposed school readiness plan from the
587 local community.

588
589 Before implementing the school readiness program, the early
590 learning coalition must submit the plan to the office for
591 approval. The office may approve the plan, reject the plan, or
592 approve the plan with conditions. The office shall review school
593 readiness plans at least every 2 years.

594 3. If the Office of Early Learning determines during the
595 review of school readiness plans, or through monitoring and
596 performance evaluations conducted under paragraph (4) (m) ~~(4) (l)~~,
597 that an early learning coalition has not substantially
598 implemented its plan, has not substantially met the performance
599 standards and outcome measures adopted by the office, or has not
600 effectively administered the school readiness program or
601 Voluntary Prekindergarten Education Program, the office may
602 dissolve the coalition and temporarily contract with a qualified
603 entity to continue school readiness and prekindergarten services
604 in the coalition's county or multicounty region until the office
605 reestablishes the coalition and a new school readiness plan is
606 approved in accordance with the rules adopted by the office.

607 4. The Office of Early Learning shall adopt rules
608 establishing criteria for the approval of school readiness
609 plans. The criteria must be consistent with the system support

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services, performance standards, and outcome measures adopted by the office and must require each approved plan to include the following minimum standards for the school readiness program:

a. A community plan that addresses the needs of all children and providers within the coalition's county or multicounty region.

b. Require a parent copayment of at least 10 percent of a family's income ~~A sliding fee scale establishing a copayment for parents based upon their ability to pay,~~ which is the same for all program providers. An early learning coalition may grant a waiver from the required parent copayment on a case-by-case basis and in accordance with federal law.

c. A choice of settings and locations in licensed, registered, religious-exempt, or school-based programs to be provided to parents.

d. Specific eligibility priorities for children in accordance with subsection (6).

e. Performance standards and outcome measures adopted by the office.

~~f. Payment rates adopted by the early learning coalitions and approved by the office. Payment rates may not have the effect of limiting parental choice or creating standards or levels of services that have not been expressly established by the Legislature, unless the creation of such standards or levels of service, which must be uniform throughout the state, has been approved by the Federal Government and result in the state being eligible to receive additional federal funds available for early learning on a statewide basis.~~

~~f.g.~~ Direct enhancement services for families and children.

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639 System support and direct enhancement services shall be in
640 addition to payments for the placement of children in school
641 readiness programs. Direct enhancement services for families may
642 include parent training and involvement activities and
643 strategies to meet the needs of unique populations and local
644 eligibility priorities. Enhancement services for children may
645 include provider supports and professional development approved
646 in the plan by the Office of Early Learning.

647 g.h. The business organization of the early learning
648 coalition, which must include the coalition's articles of
649 incorporation and bylaws if the coalition is organized as a
650 corporation. If the coalition is not organized as a corporation
651 or other business entity, the plan must include the contract
652 with a fiscal agent. An early learning coalition may contract
653 with other coalitions to achieve efficiency in multicounty
654 services, and these contracts may be part of the coalition's
655 school readiness plan.

656 h.i. The implementation of locally developed quality
657 programs in accordance with the requirements adopted by the
658 office under subparagraph (4) (d) 6 ~~(4) (d) 5~~.
659

660 The Office of Early Learning may request the Governor to apply
661 for a waiver to allow the coalition to administer the Head Start
662 Program to accomplish the purposes of the school readiness
663 program.

664 5. Persons with an early childhood teaching certificate may
665 provide support and supervision to other staff in the school
666 readiness program.

667 6. An early learning coalition may not implement its school

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readiness plan until it submits the plan to and receives approval from the Office of Early Learning. Once the plan is approved, the plan and the services provided under the plan shall be controlled by the early learning coalition. The plan shall be reviewed and revised as necessary, but at least biennially. An early learning coalition may not implement the revisions until the coalition submits the revised plan to and receives approval from the office. If the office rejects a revised plan, the coalition must continue to operate under its prior approved plan.

7. Section 125.901(2)(a)3. does not apply to school readiness programs. The Office of Early Learning may apply to the Governor and Cabinet for a waiver of, and the Governor and Cabinet may waive, any of the provisions of ss. 411.223 and 1003.54, if the waiver is necessary for implementation of school readiness programs.

8. Two or more early learning coalitions may join for purposes of planning and implementing a school readiness program.

(e) *Requests for proposals; payment schedule.*—

~~1.~~ Each early learning coalition must comply with the procurement and expenditure procedures adopted by the Office of Early Learning, including, but not limited to, applying the procurement and expenditure procedures required by federal law for the expenditure of federal funds.

~~2. Each early learning coalition shall adopt a payment schedule that encompasses all programs funded under this section. The payment schedule must take into consideration the prevailing market rate, must include the projected number of~~

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children to be served, and must be submitted for approval by the Office of Early Learning. Informal child care arrangements shall be reimbursed at not more than 50 percent of the rate adopted for a family day care home.

(f) *Evaluation and annual report.*—Each early learning coalition shall conduct an evaluation of its implementation of the school readiness program, including system support services, performance standards, and outcome measures, and shall provide an annual report and fiscal statement to the Office of Early Learning. This report must also include an evaluation of the effectiveness of its direct enhancement services and conform to the content and format specifications adopted by the Office of Early Learning. The Office of Early Learning must include an analysis of the early learning coalitions' reports in the office's annual report.

(6) PROGRAM ELIGIBILITY. ~~The school readiness program is established for children from birth to the beginning of the school year for which a child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2. or who are eligible for any federal subsidized child care program.~~ Each early learning coalition shall give priority for participation in the school readiness program as follows:

(a) Priority shall be given first to a child from birth through 12 years of age who is from a family in which there is an adult receiving temporary cash assistance who is subject to federal work requirements.

(b) Priority shall be given next to an at-risk ~~a~~ child from birth through 12 years of age who is eligible for a school readiness program but who has not yet entered school, who is

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served by the Family Safety Program Office of the Department of Children and Family Services or a community-based lead agency under chapter 39 or chapter 409, and for whom child care is needed to minimize risk of further abuse, neglect, or abandonment.

(c) Priority shall be given next to a child from birth through the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2., who is from a working family that is economically disadvantaged including children of agriculture workers. However, the child ceases to be eligible if his or her family income exceeds 200 percent of the federal poverty level. In addition, priority shall be given to a child who has special needs, who is 3 through 5 years of age, who has been determined eligible as a student with disabilities, and has a current individual education plan.

(d) Priority shall be given next to a sibling who is 13 years of age or younger of a child enrolled in the school readiness program under paragraph (c).

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

An early learning coalition may not disenroll any school readiness child who is receiving services under the eligibility priorities in effect on June 30, 2012, until such child is no longer eligible under those priorities. An early learning

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coalition shall enroll all eligible children, including those
from its waiting list, in accordance with the eligibility
priorities in this paragraph.

~~(c) Subsequent priority shall be given to a child who meets~~
~~one or more of the following criteria:~~

~~1. A child who is younger than the age of kindergarten~~
~~eligibility and:~~

~~a. Is at risk of welfare dependency, including an~~
~~economically disadvantaged child, a child of a participant in~~
~~the welfare transition program, a child of a migratory~~
~~agricultural worker, or a child of a teen parent.~~

~~b. Is a member of a working family that is economically~~
~~disadvantaged.~~

~~c. For whom financial assistance is provided through the~~
~~Relative Caregiver Program under s. 39.5085.~~

~~2. A 3-year-old child or 4-year-old child who may not be~~
~~economically disadvantaged but who has a disability; has been~~
~~served in a specific part-time exceptional education program or~~
~~a combination of part-time exceptional education programs with~~
~~required special services, aids, or equipment; and was~~
~~previously reported for funding part time under the Florida~~
~~Education Finance Program as an exceptional student.~~

~~3. An economically disadvantaged child, a child with a~~
~~disability, or a child at risk of future school failure, from~~
~~birth to 4 years of age, who is served at home through a home~~
~~visitor program and an intensive parent education program.~~

~~4. A child who meets federal and state eligibility~~
~~requirements for the migrant preschool program but who is not~~
~~economically disadvantaged.~~

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As used in this paragraph, the term "economically disadvantaged" means having a family income that does not exceed 150 percent of the federal poverty level. Notwithstanding any change in a family's economic status, but subject to additional family contributions in accordance with the parent copayment under sub-subparagraph (5)(d)4.b. ~~sliding fee scale~~, a child who meets the eligibility requirements upon initial registration for the program remains eligible until the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.

(7) PARENTAL CHOICE.—

(a) Parental choice of child care providers shall be established, to the maximum extent practicable, in accordance with 45 C.F.R. s. 98.30.

(b) As used in this subsection, the term "payment certificate" means a child care certificate as defined in 45 C.F.R. s. 98.2.

(c) The school readiness program shall, in accordance with 45 C.F.R. s. 98.30, provide parental choice through a payment certificate that ensures, to the maximum extent possible, flexibility in the school readiness program and payment arrangements. The payment certificate must bear the names of the beneficiary and the program provider and, when redeemed, must bear the signatures of both the beneficiary and an authorized representative of the provider.

(d) If it is determined that a provider has given any cash to the beneficiary in return for receiving a payment certificate, the early learning coalition or its fiscal agent

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shall refer the matter to the Department of Financial Services pursuant to s. 414.411 for investigation.

(e) The office of the Chief Financial Officer shall establish an electronic transfer system for the disbursement of funds in accordance with this subsection. Each early learning coalition shall fully implement the electronic funds transfer system within 2 years after approval of the coalition's school readiness plan, unless a waiver is obtained from the Office of Early Learning.

(8) STANDARDS; OUTCOME MEASURES.—A program provider participating in the school readiness program must meet the performance standards and outcome measures adopted by the Office of Early Learning.

(9) FUNDING; SCHOOL READINESS PROGRAM.—

(a) Funding for the school readiness program shall be allocated among the early learning coalitions in accordance with this section or as provided in the General Appropriations Act.
~~It is the intent of this section to establish an integrated and quality seamless service delivery system for all publicly funded early childhood education and child care programs operating in this state.~~

(b)1. The Office of Early Learning shall administer school readiness funds, plans, and policies and shall prepare and submit a unified budget request for the school readiness system in accordance with chapter 216.

2. All instructions to early learning coalitions for administering this section shall emanate from the Office of Early Learning in accordance with the policies of the Legislature.

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(c) The Office of Early Learning, subject to legislative notice and review under s. 216.177, shall establish a formula for the allocation of all state and federal school readiness funds provided for children participating in the school readiness program, whether served by a public or private provider, based upon equity for each county. The allocation formula must be submitted to the Governor, the chair of the Senate Ways and Means Committee or its successor, and the chair of the House of Representatives Fiscal Council or its successor no later than January 1 of each year. If the Legislature specifies changes to the allocation formula, the Office of Early Learning shall allocate funds as specified in the General Appropriations Act.

(d) All state, federal, and required local maintenance-of-effort or matching funds provided to an early learning coalition for purposes of this section shall be used for implementation of its approved school readiness plan, including the hiring of staff to effectively operate the coalition's school readiness program. As part of plan approval and periodic plan review, the Office of Early Learning shall require that administrative costs be kept to the minimum necessary for efficient and effective administration of the school readiness plan, but no more than 18 percent may be used for administrative, nondirect, and quality expenditures, of which the total administrative expenditures must not exceed 4 5 percent unless specifically waived by the Office of Early Learning. The Office of Early Learning may provide a waiver of this limitation to an early learning coalition during the 2012-2013 and 2013-2014 fiscal years if the early learning coalition provides an adequate documentation

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justifying why it could not meet this limitation. ~~The Office of Early Learning shall annually report to the Legislature any problems relating to administrative costs.~~

(e) For each early learning coalition, the Office of Early Learning shall adopt payment rates for school readiness providers based on the prevailing market rate schedule calculated under s. 411.01013. By July 1, 2015, the Office of Early Learning shall ensure that the payment rates are uniform statewide by care level and provider type. Each school readiness provider payment shall be based on the uniform statewide rate multiplied by the district cost differential as determined in s. 1011.62(2) for the county in which the school readiness provider is located.

(f)~~(e)~~ The Office of Early Learning shall annually distribute, to a maximum extent practicable, all eligible funds provided under this section as block grants to the early learning coalitions in accordance with the terms and conditions specified by the office.

(g)~~(f)~~ State funds appropriated for the school readiness program may not be used for the construction of new facilities or the purchase of buses.

(h)~~(g)~~ All cost savings and all revenues received through a mandatory parent copayment ~~sliding fee scale~~ shall be used to help fund each early learning coalition's school readiness program.

(10) CONFLICTING PROVISIONS.—If a conflict exists between this section and federal requirements, the federal requirements control.

(11) INVESTIGATIONS OF FRAUD OR OVERPAYMENT; PENALTIES.—

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900 (a) The Office of Early Learning may investigate early
901 learning coalitions, recipients, and providers of the school
902 readiness program. While conducting such investigation, the
903 office may examine all records, including electronic benefits
904 transfer records and make inquiry of all persons who may have
905 knowledge as to any irregularity incidental to the disbursement
906 of public moneys or other items or benefits authorizations to
907 recipients. All school readiness recipients, as a condition
908 precedent to qualification for public assistance under this
909 chapter, must give in writing, on a form prescribed by rule of
910 the Office of Early Learning, to the early learning coalition
911 and to the Office of Early Learning, consent to make inquiry of
912 past or present employers and records, financial or otherwise.

913 (b) The Office of Early Learning may employ persons having
914 qualifications that are useful in conducting an investigation
915 authorized under this subsection.

916 (c) The results of the investigation shall be reported by
917 the Office of Early Learning to the appropriate legislative
918 committees, the Department of Education, the Department of
919 Financial Services, the Department of Children and Family
920 Services, and to such others as the office may determine
921 appropriate.

922 (d) The Department of Financial Services, the Department of
923 Education, and the Department of Children and Family Services
924 shall report to the Office of Early Learning the final
925 disposition of all cases wherein action has been taken, whether
926 criminal, civil, or administrative, based upon information
927 furnished by the Office of Early Learning.

928 (e) All lawful fees and expenses of officers and witnesses,

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929 expenses incident to taking testimony and transcripts of
930 testimony, and proceedings are a proper charge to the Office of
931 Early Learning.

932 (f) This subsection shall be liberally construed in order
933 to effectively carry out the purposes of this subsection in the
934 interest of protecting public moneys and other public property.

935 (g) Based on the results of the investigation, in addition
936 to the reporting requirement in paragraph (c), the Office of
937 Early Learning may refer the investigation for criminal
938 prosecution, seek civil enforcement, or refer the matter to the
939 applicable early learning coalition.

940 (h) When the early learning coalition receives the referral
941 described in paragraph (g), the early learning coalition may
942 pursue reimbursement through the court system, suspend or deny
943 the provider or client from further participation in the school
944 readiness program, or create a repayment plan or other
945 appropriate civil or administrative remedies.

946 (i) If an early learning coalition or other subrecipient
947 reviews and determines that a school readiness provider has
948 fraudulently misrepresented enrollment or attendance in order to
949 receive funds related to the school readiness program, the early
950 learning coalition or other subrecipient may not contract or use
951 the services of that provider for a minimum of 3 years after
952 such determination.

953 (j) If a school readiness provider, after the investigation
954 and adjudication by a court of competent jurisdiction, has been
955 convicted of fraudulently misrepresenting eligibility,
956 enrollment, or attendance related to the school readiness
957 program, the early learning coalition shall permanently refrain

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958 from contracting with, or using the services of, that provider.

959 (k) As a condition of school readiness eligibility, subject
960 to federal approval, a school readiness recipient shall agree in
961 writing to forfeit all entitlements to any goods or services
962 provided through the school readiness program for 3 years if the
963 school readiness recipient has been found to have committed
964 public assistance fraud, through judicial or administrative
965 determination. This paragraph applies only to the school
966 readiness recipient found to have committed or participated in
967 public assistance fraud and does not apply to any family member
968 of the recipient who was not involved in the fraud.

969 ~~(11) SUBSTITUTE INSTRUCTORS. Each school district shall~~
970 ~~make a list of all individuals currently eligible to act as a~~
971 ~~substitute teacher within the county pursuant to the rules~~
972 ~~adopted by the school district pursuant to s. 1012.35 available~~
973 ~~to an early learning coalition serving students within the~~
974 ~~school district. Child care facilities, as defined by s.~~
975 ~~402.302, may employ individuals listed as substitute instructors~~
976 ~~for the purpose of offering the school readiness program, the~~
977 ~~Voluntary Prekindergarten Education Program, and all other~~
978 ~~legally operating child care programs.~~

979 Section 2. Subsection (1) of section 411.0101, Florida
980 Statutes, is amended to read:

981 411.0101 Child care and early childhood resource and
982 referral.—

983 (1) As a part of the school readiness programs, the Office
984 of Early Learning shall establish a statewide child care
985 resource and referral network that is unbiased and provides
986 referrals to families for child care. Preference shall be given

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to using the already established early learning coalitions as the child care resource and referral agencies. If an early learning coalition cannot comply with the requirements to offer the resource information component or does not want to offer that service, the early learning coalition shall select the resource and referral agency for its county or multicounty region based upon a request for proposal pursuant to s.

411.01(5)(e) ~~411.01(5)(e)1.~~

Section 3. Section 411.01013, Florida Statutes, is amended to read:

411.01013 Prevailing market rate schedule.—

~~(1) As used in this section, the term:~~

~~(a) "Market rate" means the price that a child care provider charges for daily, weekly, or monthly child care services.~~

~~(b) "Prevailing market rate" means the annually determined 75th percentile of a reasonable frequency distribution of the market rate in a predetermined geographic market at which child care providers charge a person for child care services.~~

(1)~~(2)~~ The Office of Early Learning shall establish ~~procedures for the adoption of a prevailing market rate schedule. The schedule must include, at a minimum, county-by-county rates:~~

~~(a) At the prevailing market rate, plus the maximum rate, for child care providers that hold a Gold Seal Quality Care designation under s. 402.281.~~

~~(b) At the prevailing market rate for child care providers that do not hold a Gold Seal Quality Care designation.~~

~~(3) The prevailing market rate schedule, at a minimum,~~

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1016 ~~must:~~

1017 (a) Differentiate rates by type, including, but not limited
1018 to, ~~a child care provider that holds a Gold Seal Quality Care~~
1019 ~~designation under s. 402.281,~~ a child care facility licensed
1020 under s. 402.305, a public or nonpublic school exempt from
1021 licensure under s. 402.3025, a faith-based child care facility
1022 exempt from licensure under s. 402.316 ~~that does not hold a Gold~~
1023 ~~Seal Quality Care designation,~~ a large family child care home
1024 licensed under s. 402.3131, or a family day care home licensed
1025 or registered under s. 402.313.

1026 (b) Differentiate rates by the type of child care services
1027 provided for ~~children with special needs or risk categories,~~
1028 infants, toddlers, preschool-age children, and school-age
1029 children.

1030 (c) Differentiate rates between full-time and part-time
1031 child care services.

1032 ~~(d) Consider discounted rates for child care services for~~
1033 ~~multiple children in a single family.~~

1034 (2)(4) The prevailing market rate schedule must be based
1035 exclusively on the prices charged for child care services. If a
1036 conflict exists between this subsection and federal
1037 requirements, the federal requirements shall control.

1038 (3)(5) Each child care and early childhood education
1039 provider that receives school readiness funds must submit its
1040 market rate by August 1 of each year to the Office of Early
1041 Learning for inclusion in the calculation of the prevailing
1042 market rate schedule. ~~The prevailing market rate shall be~~
1043 ~~considered by an early learning coalition in the adoption of a~~
1044 ~~payment schedule in accordance with s. 411.01(5)(c)2.~~

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1045 (4)~~(6)~~ The office ~~of Early Learning~~ may contract with one
1046 or more qualified entities to administer this section and
1047 provide support and technical assistance for child care
1048 providers.

1049 (5)~~(7)~~ The office ~~of Early Learning~~ may adopt rules
1050 ~~pursuant to ss. 120.536(1) and 120.54~~ for establishing
1051 procedures for the collection of child care providers' market
1052 rate, the calculation of a reasonable frequency distribution of
1053 the market rate, and the publication of a prevailing market rate
1054 schedule.

1055 Section 4. Section 411.0106, Florida Statutes, is amended
1056 to read:

1057 411.0106 Infants and toddlers in state-funded education and
1058 care programs; brain development activities.—Each state-funded
1059 education and care program for children from birth to 5 years of
1060 age must provide activities to foster brain development in
1061 infants and toddlers. A program must provide an environment that
1062 helps children attain the performance standards adopted by the
1063 Office of Early Learning under s. 411.01(4)(d)9. ~~411.01(4)(d)8~~.
1064 and must be rich in language and music and filled with objects
1065 of various colors, shapes, textures, and sizes to stimulate
1066 visual, tactile, auditory, and linguistic senses in the children
1067 and must include classical music and at least 30 minutes of
1068 reading to the children each day. A program may be offered
1069 through an existing early childhood program such as Healthy
1070 Start, the Title I program, the school readiness program, the
1071 Head Start program, or a private child care program. A program
1072 must provide training for the infants' and toddlers' parents
1073 including direct dialogue and interaction between teachers and

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parents demonstrating the urgency of brain development in the first year of a child's life. Family day care centers are encouraged, but not required, to comply with this section.

Section 5. Subsection (4) of section 1002.71, Florida Statutes, is amended to read:

1002.71 Funding; financial and attendance reporting.—

(4) Notwithstanding s. 1002.53(3) and subsection (2):

(a) A child who, for any of the prekindergarten programs listed in s. 1002.53(3), has not completed more than 70 percent of the hours authorized to be reported for funding under subsection (2), or has not expended more than 70 percent of the funds authorized for the child under s. 1002.66, may withdraw from the program for good cause and reenroll in one of the programs. The total funding for a child who reenrolls in one of the programs for good cause may not exceed one full-time equivalent student. Funding for a child who withdraws and reenrolls in one of the programs for good cause shall be issued in accordance with the Office of Early Learning's uniform attendance policy adopted pursuant to paragraph (6)(d).

(b) A child who has not substantially completed any of the prekindergarten programs listed in s. 1002.53(3) may withdraw from the program due to an extreme hardship that is beyond the child's or parent's control, reenroll in one of the summer programs, and be reported for funding purposes as a full-time equivalent student in the summer program for which the child is reenrolled.

A child may reenroll only once in a prekindergarten program under this section. A child who reenrolls in a prekindergarten

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1103 program under this subsection may not subsequently withdraw from
1104 the program and reenroll, unless the child is granted a good
1105 cause exemption under this subsection. The Office of Early
1106 Learning shall establish criteria specifying whether a good
1107 cause exists for a child to withdraw from a program under
1108 paragraph (a), whether a child has substantially completed a
1109 program under paragraph (b), and whether an extreme hardship
1110 exists which is beyond the child's or parent's control under
1111 paragraph (b). The Office of Early Learning shall also establish
1112 criteria for granting a good cause exemption under this
1113 subsection.

1114 Section 6. This act shall take effect July 1, 2012.

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.

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.

1

THE FLORIDA SENATE
APPEARANCE RECORD

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

2/8/12
Meeting Date

Topic Early Learning

Bill Number _____
(if applicable)

Name Mel Jurado

Amendment Barcode _____
(if applicable)

Job Title Director

Address 250 Marriott Drive
Street

Phone 917-8551

Tallahassee FL 32317
City State Zip

E-mail Mel.Jurado@del.myflorida.com

Speaking: ☐ For ☐ Against ☒ Information

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.

2

THE FLORIDA SENATE
APPEARANCE RECORD

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

2/9/12

Meeting Date

Topic Early Learning

Bill Number _____
(if applicable)

Name Michele Watson

Amendment Barcode _____
(if applicable)

Job Title Policy Chief,

Address 250 Marriott Drive
Street

Phone 717-8556

Tallahassee FL 32317
City State Zip

E-mail michele.watson@oel.myfloride.com

Speaking: ☐ For ☐ Against ☒ Information

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.

S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

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

Meeting Date _____

Topic _____

Bill Number _____
(if applicable)

Name Pam Stewart

Amendment Barcode _____
(if applicable)

Job Title Chancellor, Public Schools

Address 305 W Gaines St.

Phone _____

Tallahassee
City State Zip

E-mail _____

Speaking: ☐ For ☐ Against ☒ Information

Representing FL DOE

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

did not speak

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

2-9-12

Meeting Date

Topic Section 1 of Conforming Bill

Bill Number _____
(if applicable)

Name Chris Doolin

Amendment Barcode _____
(if applicable)

Job Title Consultant

Address 1118 B Thomasville Road

Phone 850-358-5442

Street
Tallahassee FL 32303
City State Zip

E-mail cdoolin@net4all.com

Speaking: ☐ For ☐ Against ☒ Information

Representing Small School District Council Consortium

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 - 8:30am

Judge:

Started: 2/9/2012 8:37:47 AM

Ends: 2/9/2012 10:01:48 AM

Length: 01:24:02

8:37:49 AM	Call to order
8:38:16 AM	Roll call
8:38:21 AM	Chair comments
8:48:58 AM	Senator Detert
8:50:47 AM	Senator Lynn
8:52:03 AM	Mel Jurado, Director, Office of Early Learning
8:54:22 AM	Senator Siplin
8:55:09 AM	Michele Watson, Policy Chief, Office of Early Learning
8:55:44 AM	Senator Detert
8:57:05 AM	Senator Montford
8:57:15 AM	Mel Jurado
9:00:49 AM	Chair
9:01:46 AM	Senator Siplin
9:02:06 AM	Chair
9:04:43 AM	Senator Detert
9:04:57 AM	Mel Jurado
9:05:09 AM	Chair
9:06:06 AM	Pam Stewart, Chancellor Public Schools
9:09:27 AM	Senator Lynn
9:09:53 AM	Pam Stewart
9:12:11 AM	Senator Ring
9:13:21 AM	Chair
9:13:48 AM	Senator Montford
9:13:58 AM	Pam Stewart
9:32:54 AM	Senator Flores
9:38:22 AM	Chair
9:39:56 AM	Pam Stewart
9:46:44 AM	Senator Ring
9:49:49 AM	Chair
9:49:54 AM	Senator Wise
9:51:29 AM	Senator Flores
9:55:23 AM	Chair
9:57:12 AM	Pam Stewart
9:59:57 AM	Chair
10:00:21 AM	Pam Stewart
10:01:25 AM	Chair
10:01:30 AM	Meeting Adjourned