

STORAGE NAME: h0417s1a.cu

DATE: April 13, 2000

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
Colleges & Universities
ANALYSIS**

BILL #: CS/HB 417

RELATING TO: Teacher Preparation

SPONSOR(S): Committee on Colleges & Universities, Representative Henriquez and Representative C. Smith

TIED BILL(S): None

ORIGINATING COMMITTEE(S)/COMMITTEE(S) OF REFERENCE:

- (1) COLLEGES & UNIVERSITIES YEAS 6 NAYS 0
 - (2) EDUCATION K-12
 - (3) EDUCATION APPROPRIATIONS
 - (4)
 - (5)
-

I. SUMMARY:

CS/HB 417 requires the University of South Florida (USF) to develop and establish at its Tampa campus a rigorous teacher preparation program for highly talented students. The program must be established by July 1, 2001, and when fully operational, serve 40 students per year -- a cohort of 20 students in their junior year and a cohort of 20 students in their senior year.

The program is to build upon the documented success of the SunCoast Area Teacher Training Program and provide the following services to prepare prospective teachers: specific preparation for teaching in urban schools; training in research-proven strategies regarding effective communication skills; training in classroom management techniques and content-based instruction that impact student achievement; internship stipends of \$3,000 per student; mentors who are selected and trained; collaborative coaching; and an evaluation component.

Participants must be recruited from among students who are receiving a Florida Academic Scholarship or a Florida Merit Scholarship from the Bright Futures Program. Program participants will be required to teach at least three years in a Florida public school within the USF service area that has been designated as performance grade category "D" or "F". Participants who fail to fulfill the teaching requirement must repay the University of South Florida the amount of annual assistance received through the program for each year of the unfulfilled teaching commitment.

The program is to be implemented to the extent specifically funded in the General Appropriations Act.

II. SUBSTANTIVE ANALYSIS:

A. DOES THE BILL SUPPORT THE FOLLOWING PRINCIPLES:

- | | | | |
|-----------------------------------|------------------------------|-----------------------------|---|
| 1. <u>Less Government</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 2. <u>Lower Taxes</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. <u>Individual Freedom</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 4. <u>Personal Responsibility</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. <u>Family Empowerment</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

For any principle that received a "no" above, please explain:

B. PRESENT SITUATION:

State Approval For Teacher Preparation Programs

Current law directs the Department of Education to administer a program approval process for all teacher preparation programs in the state (s. 240.529, F.S.). The term "program" is defined by the State Board of Education and means a set of courses, activities, or other experiences designed to help individuals develop the competencies required for a specified type of certification coverage. Statutory provisions address both initial state program approval as well as continued program approval. According to representatives of the Department of Education, there are currently over 500 state-approved teacher preparation programs in 30 postsecondary institutions.

The University of South Florida reports state-approved teacher education programs in the following areas: Art; Biology; Business Education; Chemistry; Dance; Drama; Education Media Specialist; Elementary Education; Elementary Education/Endorsement: E S O L; Emotionally Handicapped; Emotionally Handicapped/Mentally Handicapped; Emotionally Handicapped/S.L.D.; Emotionally Handicapped/Mentally Handicapped/S.L.D.; English; Endorsement: E S O L; French; German; Endorsement: Gifted; Guidance & Counseling; Hearing Impaired; Industrial Arts - Tech. Education; Italian; Latin; Mathematics; Mentally Handicapped; Mentally Handicapped/S.L.D.; Endorsement: Middle Grades; Music; Physical Education (K-8); Physical Education (6 - 12); PreK/Primary Education; Reading; Russian; School Psychologist; Social Science; Spanish; Specific Learning Disabilities; Speech/Language Impaired; and Varying Exceptionalities.

Financial Assistance Programs Supporting the Teaching Profession

Current law provides for a number of scholarship and forgivable loan programs to encourage individuals to enter the teaching profession. The 1999 General Appropriations Act included over \$9 million in funding to support these programs.

Section 231.621, F.S., provides for the Critical Teacher Shortage Student Loan Forgiveness Program to encourage qualified personnel to seek employment in subject areas in which critical teacher shortages exist. The State Board of Education identifies the critical shortage areas annually. The primary function of the program is to make repayments towards loans received by students from federal programs or commercial

lending institutions for the support of postsecondary education study. The program provides up to \$2,500 per year to make loan principal repayments for up to four years on behalf of selected graduates of state-approved undergraduate postsecondary teacher preparation programs. Repayments are contingent on continued proof of employment in the designated subjects areas in this state. The 1999 General Appropriations Act included \$4,146,795 in funding for the Critical Teacher Shortage Program.

Section 240.4063, F.S., creates the Florida Teacher Scholarship and Forgivable Loan Program to provide scholarship assistance to eligible students for lower-division undergraduate study and loan assistance to eligible students for upper-division undergraduate and graduate study. The primary purpose of the program is to attract capable and promising students to the teaching profession, attract teachers to areas of projected or current critical teacher shortage, attract liberal arts and sciences graduates to teaching, and provide opportunity for persons making midcareer decisions to enter the teaching profession. The 1999 General Appropriations Act included \$1,857,000 for the Florida Scholarship/Forgivable Loan Program.

The scholarship component of the Florida Teacher Scholarship and Forgivable Loan Program is the "Chappie" James Most Promising Teacher Scholarship. This scholarship is offered to a top graduating senior from each public secondary school in the state and selected nonpublic secondary schools. The scholarship may be used for attendance at a state university, a community college, or an independent institution eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program. The amount of the scholarship is \$1,500 and may be renewed for one year if the student meets the renewal criteria. Initial eligibility criteria are also specified.

The Florida Critical Teacher Shortage Forgivable Loan Program makes undergraduate and graduate forgivable loans available to eligible students entering programs of study that lead to a degree in a teaching program in a critical teacher shortage area. Eligibility criteria are specified. An undergraduate forgivable loan may be awarded for two undergraduate years, not to exceed \$4,000 per year, or for a maximum of three years for programs requiring a fifth year of instruction to obtain initial teaching certification. A graduate forgivable loan may be awarded for two graduate years, not to exceed \$8,000 per year. A forgivable loan must be repaid within 10 years of completion of a program of study. Credit for repayment of an undergraduate or graduate forgivable loan must be in an amount not to exceed \$4,000 in principal plus interest for each full year of eligible teaching service. Credit in an amount not to exceed \$8,000 in principal plus interest will be given for each full year of eligible teaching service completed at a high-density, low-economic urban school or at a low-density, low-economic rural school.

Section 240.4128, F.S., creates the minority teacher education scholars program as a collaborative performance-based scholarship program for African-American, Hispanic - American, Asian-American, and Native American students. Eligible institutions include Florida's public community colleges and its public and private universities that have teacher education programs. The program provides an annual scholarship of \$4,000 for each approved minority teacher education scholar who is enrolled as a junior and is admitted into a teacher education program. Each participating institution has access to the same number of scholarships. A student may receive the scholarship for three consecutive years if the student remains enrolled full-time and is making satisfactory progress toward a baccalaureate degree. If a minority teacher education scholar does not graduate within three years, or if the scholar graduates but does not teach in a Florida public school, the scholar must repay the total amount awarded, plus annual interest of eight percent. The

1999 General Appropriations Act included \$3,000,000 in funding for the Minority Teacher Scholarship Program.

SunCoast Area Teacher Training Program

According to the website for the University of South Florida College of Education, the SunCoast Area Teacher Training (SCATT) Program is an Honors Program that was founded in 1981. The program is designed to enhance the pre-service training of teachers by providing workshops, seminars, and field trips that go above and beyond the curriculum of the College of Education.

SCATT and the USF College of Education work in partnership with area counties. The program has produced over 4,000 graduates.

Students desiring to participate in SCATT must meet the following criteria:

- (1) The student must be accepted to the College of Education.
- (2) The student's major must include a final full-time internship.
- (3) The student must achieve a test score of 22 or higher on the ACT or 1100 or higher on the SAT-I.
- (4) The grade point average for admission to the College of Education must be 3.5 or higher on a 4.0 scale.
- (5) The student must demonstrate an "EXTRA-MILE MENTALITY" by retaking a standardized test, participate in leadership activities within SCATT or the College of Education, and achieve a 3.5 or higher GPA in the Professional Core Course requirements.

C. EFFECT OF PROPOSED CHANGES:

HB 417 requires the University of South Florida (USF) to develop and establish at its Tampa campus a rigorous teacher preparation program for highly talented students. The terms "rigorous" and "highly talented" are not defined.

The program must be established by July 1, 2001, and when fully operational, serve 40 students per year -- a cohort of 20 students in their junior year and a cohort of 20 students in their senior year. Participants must be recruited from among students who are receiving a Florida Academic Scholarship or a Florida Merit Scholarship from the Bright Futures Program.

The program is to build upon the documented success of the SunCoast Area Teacher Training Program and provide the following services to prepare prospective teachers: specific preparation for teaching in urban schools; training in research-proven strategies regarding effective communication skills; training in classroom management techniques and content-based instruction that impact student achievement; internship stipends of \$3,000 per student; mentors who are selected and trained; collaborative coaching; and an evaluation component.

Program participants will be required to teach at least four years in a Florida public school that has been designated as performance grade category "D" or "F". Participants who fail to fulfill the teaching requirement must repay the University of South Florida the amount of annual assistance received for each year of the unfulfilled teaching commitment.

The bill requires participants in the program to teach at least three years in a Florida public school within the USF service area that has been designated as performance grade category "D" or "F". Participants who fail to fulfill this requirement must repay the University of South Florida a prorated portion of the amount of annual assistance received through the program for each year of the unfulfilled teaching commitment. Financial assistance received through the Bright Futures Program is excluded. The bill does not specify a time frame in which scholarship recipients must complete the obligation to teach in a low-performing school.

D. SECTION-BY-SECTION ANALYSIS:

This section need be completed only in the discretion of the Committee.

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

See FISCAL COMMENTS.

2. Expenditures:

See FISCAL COMMENTS.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

A Florida Academic Scholar or a Florida Merit Scholar who is willing to teach at least three years in a low performing school could be eligible for a \$3,000 internship stipend. Award recipients who fail to fulfill the teaching requirement will be required to repay a prorated portion of the amount of annual assistance received through the program, excluding Bright Futures funds, for each year of the unfulfilled teaching commitment.

D. FISCAL COMMENTS:

CS/HB 417 provides that the program will be implemented to the extent specifically funded in the General Appropriations Act. The University of South Florida projects that the program will require nearly \$69,000 in new funding for the first year to cover the costs of an advisor for 20 students; workshop consultants and program recruitment (including travel); and printing, postage, and supplies. New funds required for the second year of the program (40 students) are estimated to increase to nearly \$174,000.

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

This bill does not require counties or municipalities to spend funds or to take action which requires the expenditure of funds.

B. REDUCTION OF REVENUE RAISING AUTHORITY:

This bill does not reduce the authority that counties or municipalities have to raise revenues.

C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

This bill does not reduce the percentage of a state tax shared with counties and municipalities.

V. COMMENTS:

A. CONSTITUTIONAL ISSUES:

None.

B. RULE-MAKING AUTHORITY:

None.

C. OTHER COMMENTS:

The original bill provided program participants with a full scholarship to cover the costs of in-state tuition and mandatory fees. In return, the student was required to teach at least four years in a public school that has been designated "D" or "F" or repay the amount of annual assistance received for each year of the unfulfilled teaching commitment. The committee substitute provides an internship stipend of \$3,000 and requires program participants to teach at least three years in a "D" or "F" school within the USF service area. The repayment requirement may be too rigorous for the \$3,000 stipend the bill currently provides.

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

On April 10, 2000, the Committee on Colleges and Universities adopted an amendment to reduce the number of program participants from 200 to 40; to require that the program be based on the SunCoast Area Teacher Training Program; to outline the services the program must provide to prospective teachers; and to provide for internship stipends of \$3,000 per student. The amendment requires that program participants be recruited from among Bright Futures scholarship recipients. The University of South Florida is no longer required to provide program participants full scholarships funded from private sources. The "D" or "F" school must be within the USF service area.

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VII. SIGNATURES:

COMMITTEE ON Colleges & Universities:

Prepared by:

Staff Director:

Betty H. Tilton, Ph.D.

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