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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/23/2015	.	
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The Committee on Higher Education (Gaetz) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 155 - 260

and insert:

Section 7. Paragraphs (f) and (o) of subsection (1), subsection (5), paragraph (b) of subsection (7), paragraph (a) of subsection (9), and subsection (11) of section 1011.62, Florida Statutes, are amended, present subsections (13), (14), and (15) of that section are redesignated as subsections (14), (15), and (16), respectively, and a new subsection (13) is added



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11 to that section, to read:

12 1011.62 Funds for operation of schools.—If the annual  
13 allocation from the Florida Education Finance Program to each  
14 district for operation of schools is not determined in the  
15 annual appropriations act or the substantive bill implementing  
16 the annual appropriations act, it shall be determined as  
17 follows:

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

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

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

27 2. Categorical funds for supplemental academic instruction  
28 shall be allocated annually to each school district in the  
29 amount provided in the General Appropriations Act. These funds  
30 shall be in addition to the funds appropriated on the basis of  
31 FTE student membership in the Florida Education Finance Program  
32 and shall be included in the total potential funds of each  
33 district. These funds shall be used to provide supplemental  
34 academic instruction to students enrolled in the K-12 program.  
35 For the 2014-2015, 2015-2016, 2016-2017, and 2017-2018 fiscal  
36 years ~~year~~, each school district that has one or more of the 300  
37 lowest-performing elementary schools based on the state reading  
38 assessment shall use these funds, together with the funds  
39 provided in the district’s research-based reading instruction



40 allocation and other available funds, to provide an additional  
41 hour of instruction beyond the normal school day for each day of  
42 the entire school year, and provide the equivalent hours of  
43 instruction in a summer program, for intensive reading  
44 instruction for the students in each of these schools. In the  
45 subsequent year, if a participating school is no longer  
46 classified as one of the 300 lowest-performing elementary  
47 schools, the school must continue to provide the additional hour  
48 of instruction to all students who have Level 1 or Level 2  
49 reading assessment scores. This additional hour of instruction  
50 must be provided by teachers or reading specialists who are  
51 effective in teaching reading or by a K-5 mentoring reading  
52 program that is supervised by a teacher who is effective at  
53 teaching reading. Students enrolled in these schools who have  
54 level 5 assessment scores may participate in the additional hour  
55 of instruction on an optional basis. Exceptional student  
56 education centers may ~~shall~~ not be included in the 300 schools.  
57 After this requirement has been met, supplemental instruction  
58 strategies may include, but are not limited to: modified  
59 curriculum, reading instruction, after-school instruction,  
60 tutoring, mentoring, class size reduction, extended school year,  
61 intensive skills development in summer school, and other methods  
62 for improving student achievement. Supplemental instruction may  
63 be provided to a student in any manner and at any time during or  
64 beyond the regular 180-day term identified by the school as  
65 being the most effective and efficient way to best help that  
66 student progress from grade to grade and to graduate.

67 3. Effective with the 1999-2000 fiscal year, funding on the  
68 basis of FTE membership beyond the 180-day regular term shall be



69 provided in the FEFP only for students enrolled in juvenile  
70 justice education programs or in education programs for  
71 juveniles placed in secure facilities or programs under s.  
72 985.19. Funding for instruction beyond the regular 180-day  
73 school year for all other K-12 students shall be provided  
74 through the supplemental academic instruction categorical fund  
75 and other state, federal, and local fund sources with ample  
76 flexibility for schools to provide supplemental instruction to  
77 assist students in progressing from grade to grade and  
78 graduating.

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

84 5. Beginning in the 1999-2000 school year, dropout  
85 prevention programs as defined in ss. 1003.52, 1003.53(1)(a),  
86 (b), and (c), and 1003.54 shall be included in group 1 programs  
87 under subparagraph (d)3.

88 (o) *Calculation of additional full-time equivalent*  
89 *membership based on successful completion of a career-themed*  
90 *course pursuant to ss. 1003.491, 1003.492, and 1003.493, or*  
91 *courses with embedded CAPE industry certifications or CAPE*  
92 *Digital Tool certificates, and issuance of industry*  
93 *certification identified on the CAPE Industry Certification*  
94 *Funding List pursuant to rules adopted by the State Board of*  
95 *Education or CAPE Digital Tool certificates pursuant to s.*  
96 *1003.4203.—*

97 1.a. A value of 0.025 full-time equivalent student



98 membership shall be calculated for CAPE Digital Tool  
99 certificates earned by students in elementary and middle school  
100 grades.  
101       b. A value of 0.1 or 0.2 full-time equivalent student  
102 membership shall be calculated for each student who completes a  
103 course as defined in s. 1003.493(1)(b) or courses with embedded  
104 CAPE industry certifications and who is issued an industry  
105 certification identified annually on the CAPE Industry  
106 Certification Funding List approved under rules adopted by the  
107 State Board of Education. A value of 0.2 full-time equivalent  
108 membership shall be calculated for each student who is issued a  
109 CAPE industry certification that has a statewide articulation  
110 agreement for college credit approved by the State Board of  
111 Education. For CAPE industry certifications that do not  
112 articulate for college credit, the Department of Education shall  
113 assign a full-time equivalent value of 0.1 for each  
114 certification. Middle grades students who earn additional FTE  
115 membership for a CAPE Digital Tool certificate pursuant to sub-  
116 subparagraph a. may not use the previously funded examination to  
117 satisfy the requirements for earning an industry certification  
118 under this sub-subparagraph. Additional FTE membership for an  
119 elementary or middle grades student may ~~shall~~ not exceed 0.1 for  
120 certificates or certifications earned within the same fiscal  
121 year. The State Board of Education shall include the assigned  
122 values on the CAPE Industry Certification Funding List under  
123 rules adopted by the state board. Such value shall be added to  
124 the total full-time equivalent student membership for grades 6  
125 through 12 in the subsequent year ~~for courses that were not~~  
126 ~~provided through dual enrollment.~~ CAPE industry certifications



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127 earned through dual enrollment must be reported and funded  
128 pursuant to s. 1011.80. However, if a student earns a  
129 certification through a dual enrollment course and the  
130 certification is not a fundable certification on the  
131 postsecondary certification funding list, or the dual enrollment  
132 certification is earned as a result of an agreement between a  
133 school district and a nonpublic postsecondary institution, the  
134 bonus value shall be funded in the same manner as for other  
135 nondual enrollment course industry certifications. In such  
136 cases, the school district may provide for an agreement between  
137 the high school and the technical center, or the school district  
138 and the postsecondary institution may enter into an agreement  
139 for equitable distribution of the bonus funds.

140 c. A value of 0.3 full-time equivalent student membership  
141 shall be calculated for student completion of the courses and  
142 the embedded certifications identified on the CAPE Industry  
143 Certification Funding List and approved by the commissioner  
144 pursuant to ss. 1003.4203(5) (a) and 1008.44.

145 d. A value of 0.5 full-time equivalent student membership  
146 shall be calculated for CAPE Acceleration Industry  
147 Certifications that articulate for 15 to 29 college credit  
148 hours, and 1.0 full-time equivalent student membership shall be  
149 calculated for CAPE Acceleration Industry Certifications that  
150 articulate for 30 or more college credit hours pursuant to CAPE  
151 Acceleration Industry Certifications approved by the  
152 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

153 2. Each district must allocate at least 80 percent of the  
154 funds provided for CAPE industry certification, in accordance  
155 with this paragraph, to the program that generated the funds.



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156 This allocation may not be used to supplant funds provided for  
157 basic operation of the program.

158 3. For CAPE industry certifications earned in the 2013-2014  
159 school year and in subsequent years, the school district shall  
160 distribute to each classroom teacher who provided direct  
161 instruction toward the attainment of a CAPE industry  
162 certification that qualified for additional full-time equivalent  
163 membership under subparagraph 1.:

164 a. A bonus in the amount of \$25 for each student taught by  
165 a teacher who provided instruction in a course that led to the  
166 attainment of a CAPE industry certification on the CAPE Industry  
167 Certification Funding List with a weight of 0.1.

168 b. A bonus in the amount of \$50 for each student taught by  
169 a teacher who provided instruction in a course that led to the  
170 attainment of a CAPE industry certification on the CAPE Industry  
171 Certification Funding List with a weight of 0.2, ~~0.3~~, ~~0.5~~, and  
172 ~~1.0~~.

173 c. A bonus in the amount of \$75 for each student taught by  
174 a teacher who provided instruction in a course that led to the  
175 attainment of a CAPE industry certification on the CAPE Industry  
176 Certification Funding List with a weight of 0.3.

177 d. A bonus in the amount of \$100 for each student taught by  
178 a teacher who provided instruction in a course that led to the  
179 attainment of a CAPE industry certification on the CAPE Industry  
180 Certification Funding List with a weight of 0.5 or 1.0.

181  
182 Bonuses awarded pursuant to this paragraph shall be provided to  
183 teachers who are employed by the district in the year in which  
184 the additional FTE membership calculation is included in the



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185 calculation. Bonuses shall be calculated based upon the  
186 associated weight of a CAPE industry certification on the CAPE  
187 Industry Certification Funding List for the year in which the  
188 certification is earned by the student. Any bonus awarded to a  
189 teacher under sub-subparagraph 3.a. or sub-subparagraph 3.b.  
190 ~~this paragraph~~ may not exceed \$2,000 in any given school year,  
191 and a bonus awarded to a teacher under sub-subparagraph 3.c. or  
192 sub-subparagraph 3.d. may not exceed \$4,000 in a given school  
193 year. The maximum bonus that may be awarded to a teacher under  
194 this paragraph is \$4,000. This bonus ~~and~~ is in addition to any  
195 regular wage or other bonus the teacher received or is scheduled  
196 to receive.

197 (5) DISCRETIONARY MILLAGE COMPRESSION SUPPLEMENT.—The  
198 Legislature shall prescribe in the General Appropriations Act,  
199 pursuant to s. 1011.71(1), the rate of nonvoted current  
200 operating discretionary millage that shall be used to calculate  
201 a discretionary millage compression supplement. If the  
202 prescribed millage generates an amount of funds per unweighted  
203 FTE for the district that is less than 105 percent of the state  
204 average, the district shall receive an amount per FTE that, when  
205 added to the funds per FTE generated by the designated levy,  
206 shall equal 105 percent of the state average.

207 (7) DETERMINATION OF SPARSITY SUPPLEMENT.—

208 (b) The district sparsity index shall be computed by  
209 dividing the total number of full-time equivalent students in  
210 all programs in the district by the number of senior high school  
211 centers in the district, not in excess of three, which centers  
212 are approved as permanent centers by a survey made by the  
213 Department of Education. In districts with a full-time



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214 equivalent student membership of at least 20,000, but no more  
215 than 24,000, the index shall be computed by dividing the total  
216 number of full-time equivalent students in all programs by the  
217 number of permanent senior high school centers in the district,  
218 not to exceed four.

219 (9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

220 (a) The research-based reading instruction allocation is  
221 created to provide comprehensive reading instruction to students  
222 in kindergarten through grade 12. For the 2014-2015, 2015-2016,  
223 2016-2017, and 2017-2018 fiscal years year, in each school  
224 district that has one or more of the 300 lowest-performing  
225 elementary schools based on the state reading assessment,  
226 priority shall be given to providing an additional hour per day  
227 of intensive reading instruction beyond the normal school day  
228 for each day of the entire school year, and provide the  
229 equivalent hours of instruction in a summer program, for the  
230 students in each school. In the subsequent year, if a  
231 participating school is no longer classified as one of the 300  
232 lowest-performing elementary schools, the school must continue  
233 to provide the additional hour of instruction to all students  
234 who have Level 1 or Level 2 reading assessment scores. Students  
235 enrolled in these schools who have level 5 assessment scores may  
236 participate in the additional hour of instruction on an optional  
237 basis. Exceptional student education centers may ~~shall~~ not be  
238 included in the 300 schools. The intensive reading instruction  
239 delivered in this additional hour and for other students shall  
240 include: research-based reading instruction that has been proven  
241 to accelerate progress of students exhibiting a reading  
242 deficiency; differentiated instruction based on student



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243 assessment data to meet students' specific reading needs;  
244 explicit and systematic reading development in phonemic  
245 awareness, phonics, fluency, vocabulary, and comprehension, with  
246 more extensive opportunities for guided practice, error  
247 correction, and feedback; and the integration of social studies,  
248 science, and mathematics-text reading, text discussion, and  
249 writing in response to reading. ~~For the 2012-2013 and 2013-2014~~  
250 ~~fiscal years, a school district may not hire more reading~~  
251 ~~coaches than were hired during the 2011-2012 fiscal year unless~~  
252 ~~all students in kindergarten through grade 5 who demonstrate a~~  
253 ~~reading deficiency, as determined by district and state~~  
254 ~~assessments, including students scoring Level 1 or Level 2 on~~  
255 ~~the statewide, standardized reading assessment or, upon~~  
256 ~~implementation, the English Language Arts assessment, are~~  
257 ~~provided an additional hour per day of intensive reading~~  
258 ~~instruction beyond the normal school day for each day of the~~  
259 ~~entire school year.~~

260 (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may  
261 annually provide in the Florida Education Finance Program a  
262 virtual education contribution. The amount of the virtual  
263 education contribution shall be the difference between the  
264 amount per FTE established in the General Appropriations Act for  
265 virtual education and the amount per FTE for each district and  
266 the Florida Virtual School, which may be calculated by taking  
267 the sum of the base FEFP allocation, the declining enrollment  
268 supplement, the discretionary local effort, the state-funded  
269 discretionary contribution, the discretionary millage  
270 compression supplement, the research-based reading instruction  
271 allocation, the ESE guaranteed allocation, and the instructional



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272 materials allocation, and then dividing by the total unweighted  
273 FTE. This difference shall be multiplied by the virtual  
274 education unweighted FTE for programs and options identified in  
275 s. 1002.455(3) and the Florida Virtual School and its franchises  
276 to equal the virtual education contribution and shall be  
277 included as a separate allocation in the funding formula.

278 (13) FEDERALLY CONNECTED STUDENT SUPPLEMENT.—The federally  
279 connected student supplement is created to provide supplemental  
280 funding for school districts to support the education of  
281 students connected with federally owned military installations,  
282 National Aeronautics and Space Administration (NASA) property,  
283 and Indian lands. To be eligible for this supplement, the  
284 district must also be eligible for federal impact aid funds  
285 pursuant to Title VIII of the Elementary and Secondary Education  
286 Act of 1965. The supplement shall be the sum of the student  
287 allocation and an exempt property allocation.

288 (a) The student allocation shall be calculated based on the  
289 number of students reported for federal impact aid, including  
290 students with disabilities, who meet one of the following  
291 criteria:

292 1. Resides with a parent who is on active duty in the  
293 uniformed services or is an accredited foreign government  
294 official and military officer. Students with disabilities shall  
295 also be reported separately for this condition.

296 2. Resides on eligible federally owned Indian lands.  
297 Students with disabilities shall also be reported separately for  
298 this condition.

299 3. Resides with a civilian parent who lives or works on  
300 eligible federal property connected with a military installation



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301 or NASA. The number of these students shall be multiplied by a  
302 factor of 0.5.

303 (b) The total number of federally connected students  
304 calculated under paragraph (a) shall be multiplied by a  
305 percentage of the base student allocation as provided in the  
306 General Appropriations Act. The total of the number of students  
307 with disabilities as reported separately under subparagraphs  
308 (a)1. and (a)2. shall be multiplied by an additional percentage  
309 of the base student allocation as provided in the General  
310 Appropriations Act. The base amount and the students-with-  
311 disabilities amount shall be summed to provide the student  
312 allocation.

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

319  
320 ===== T I T L E A M E N D M E N T =====

321 And the title is amended as follows:

322 Delete lines 11 - 13

323 and insert:

324 an apprenticeable occupation; amending s. 1011.62,  
325 F.S.; requiring a low-performing elementary school to  
326 administer the required additional hours of  
327 instruction in a summer program during specified  
328 fiscal years; requiring a school to continue to  
329 provide the additional instruction to certain students



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330 in the subsequent year that the school is no longer  
331 classified as one of the 300 lowest-performing  
332 elementary schools; revising the types and amounts of  
333 bonuses that a teacher may receive in any given school  
334 year; revising the discretionary millage compression  
335 supplement; revising a district sparsity index  
336 calculation; deleting obsolete language; revising the  
337 virtual education contribution calculation; creating  
338 the federally connected student supplement; providing  
339 eligibility requirements for and components of the  
340 supplement; amending s. 1004.92, F.S.;