

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Committee on Education

BILL: SB 590

INTRODUCER: Senators Burgess and Perry

SUBJECT: Music-based Supplemental Content to Accelerate Learner Engagement and Success Pilot Program

DATE: January 11, 2024

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Brick</u>	<u>Bouck</u>	<u>ED</u>	Favorable
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	Favorable
3.	_____	_____	<u>FP</u>	_____

I. Summary:

SB 590 establishes the two-year Music-based Supplemental Content to Accelerate Learner Engagement and Success (mSCALES) Pilot Program within the Department of Education (DOE). The program is intended to assist districts in adopting music-based supplemental materials that support STEM courses for middle school students.

School districts in Alachua, Marion, and Miami-Dade counties will receive \$6 per student if they are approved by the DOE and utilize the adopted music-based supplemental materials at least twice per week to supplement mathematics instruction by teachers who are certified to teach mathematics.

The bill requires the College of Education at the University of Florida to continuously evaluate the program's effectiveness and annually share the findings of its evaluations with the DOE and the Legislature. The University of Florida will submit a final report by October 1, 2026, to the DOE, the Legislature, and the Florida Center for Partnerships for Arts-Integrated Teaching.

The pilot program expires June 30, 2026.

This fiscal on this bill is subject to legislative appropriation. See section V.

The bill takes effect July 1, 2024.

II. Present Situation:

Some studies have indicated a positive correlation between instruction in music and math.¹ Additionally, a variety of aspects of cognitive development have been shown to be positively linked with music instruction in school, including spatial-temporal abilities, selective attention, and memory for verbal stimuli.² Some research has even identified a positive association between music education and increases in student self-esteem, academic success, and discipline.³

Early Childhood Music Education Incentive Program

The Legislature established the Early Childhood Music Education Incentive Pilot Program in 2017 to assist certain school districts in implementing comprehensive music education programs in kindergarten through grade 2, beginning with the 2017-2018 school year.⁴ In 2023, the Early Childhood Music Education Incentive Pilot Program was converted into a permanent program administered by the DOE.⁵

For a school district to be eligible for participation in the program, the district school superintendent must certify to the DOE that specified elementary schools within the district have established a comprehensive music education program that:

- Includes all students enrolled at the school in kindergarten through second grade;
- Is staffed by certified music educators;
- Provides music instruction for at least 30 consecutive minutes two days a week;
- Complies with class size requirements under the law; and
- Complies with the DOE's standards for early childhood music education programs for students in kindergarten through second grade.

The DOE is required to approve school districts to participate in the program, subject to legislative appropriation, according to needs-based criteria established by the State Board of Education (SBE). Selected school districts must annually receive \$150 per full-time equivalent student in kindergarten through second grade who is enrolled in a comprehensive music education program.

The SBE is authorized to adopt rules to administer the program.⁶

¹ J.D. Walsh and B.K. Coleman, *Using Music to Teach Math in Middle School*, 2 South Carolina Association for Middle Level Education Journal 144-151 (2023), available at

<https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1028&context=scamle>; see also M.F. Gardiner, et al, *Learning Improved by Arts Training*, 381 NATURE 284 (1996) (last visited Jan. 9, 2024).

² See, e.g., Lois Hetland, *Learning to Make Music Enhances Spatial Reasoning*, 34 J. Aesthetic Ed. 179 (2000); J. Goopy, 'Extra-musical effects' and Benefits of Programs Founded on the Kodaly Philosophy, 2 AUSTRALIAN JOURNAL OF MUSIC EDUCATION 71-78 (2013); Yim-Chi Ho, et al, *Music Training Improves Verbal but Not Visual Memory: Cross-Sectional and Longitudinal Explorations in Children*, 17 NEUROPSYCHOLOGY 439 (2003).

³ See e.g., Cecil Adderley, et al, "A home away from home": The world of the high school music classroom, 51 J. MUSIC RES. 190 (2003).

⁴ Chapter 2017-116, Laws of Fla.

⁵ Chapter 2023-168, Laws of Fla.

⁶ Section 1003.481, F.S.

The Legislature appropriated \$400,000 in recurring funds and \$10 million in nonrecurring funds for the DOE to implement the Early Childhood Music Education Program in the 2023-2024 fiscal year.⁷ Based on applications received, the DOE anticipates that the program will serve 19,346 students in 78 schools across 13 school districts in the 2023-2024 fiscal year. The DOE projects expenditures of \$3,205,248 for the 2023-2024 fiscal year.⁸

Middle Grades Mathematics Teachers

Specialization requirements for teacher certification as a middle grades mathematics instructor require a bachelor's or higher degree with a mathematics or middle grades mathematics major, or at least 18 semester hours in mathematics, including:

- Calculus, precalculus, or trigonometry;
- Geometry; and
- Probability or statistics.⁹

As of the 2021-2022 school year, there were 17,786 mathematics teacher certifications in Florida.¹⁰ The maximum number of students assigned to each teacher who is teaching middle school mathematics may not exceed 22 students.¹¹

The Florida Center for Partnerships in Arts-Integrated Teaching

The Florida Center for Partnerships in Arts-Integrated Teaching, commonly referred to as PAInT, is a state-wide resource in arts-integrated pedagogy. The Center for PAInT is an essential part of the collaborative strategic planning for the arts in Florida.¹² The goals of the center include research in arts-integrated teaching, technical assistance and support, professional development, and examination of arts integrated teaching in Science, Technology, Engineering, and Math (STEM) educational courses.¹³

III. Effect of Proposed Changes:

This bill creates s. 1003.482, F.S., to establish the two-year Music-based Supplemental Content to Accelerate Learner Engagement and Success (mSCALES) Pilot Program within the DOE. The program is intended to assist districts in adopting music-based supplemental materials that support STEM courses for middle school students.

⁷ Specific Appropriation 96, ch. 2023-239, s. 2, , Laws of Fla.

⁸ Email, Florida Department of Education (January 2, 2024), with attachment (on file with the Senate Committee on Education Pre-K-12)..

⁹ Rule 6A-4.0261, F.A.C.

¹⁰ Florida Department of Education, *Identification of High Demand Teacher Needs for 2023-2024*, available at <https://www.fldoe.org/core/fileparse.php/20562/urlt/16-2.pdf>, at 4 (last visited Jan. 9, 2024).

¹¹ Section 1003.03(1), F.S.

¹² University of South Florida, Center for PAInT, *Mission, Belief Statement, and Definition of Arts Integration*, <https://www.sarasotamanatee.usf.edu/academics/center-for-paint/#:~:text=The%20Florida%20Center%20for%20Partnerships,for%20the%20Arts%20in%20Florida> (last visited Jan. 9, 2024).

¹³ Section 1004.344, F.S.

The bill requires the adopted music-based supplemental materials to be used at least twice per week to supplement mathematics instruction by teachers who are certified to teach mathematics. Participating districts are required to annually certify to the DOE that they are complying with this requirement and also class size requirements. Participating school districts receive \$6 per student. Eligible middle schools must be in the same attendance zone as an elementary school that participated in the Early Childhood Music Education Incentive Program.

The bill authorizes the school districts in Alachua, Marion, and Miami-Dade counties to participate in the pilot program. To participate, the school district superintendent must contact the DOE.

The bill authorizes the DOE to approve a school district to participate in the pilot program if sufficient funding is available as appropriated by the Legislature. The DOE is required to prescribe application forms and forms for districts to certify they are meeting the requirements of the pilot program.

The bill requires the College of Education at the University of Florida to continuously evaluate the program's effectiveness and annually share the findings of its evaluations with the DOE and the Legislature. The College of Education must also prepare a comprehensive final report of the program's overall effectiveness. The report must be presented, no later than October 1, 2026, to the DOE, the Legislature, and the Florida Center for Partnerships for Arts-Integrated Teaching.

The pilot program expires June 30, 2026.

The bill takes effect July 1, 2024.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The provision of the bill authorizing school districts to participate in the pilot program is subject to legislative appropriation.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1003.482 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.