#### Preface

The Council for Lifelong Learning consists of four committees:

General Education
Education Innovation
Colleges & Universities
Workforce & Technical Skills

Each committee contributed to the preparation of this document which provides the reader with a primer of important education issues. The fact sheets reference frequently asked questions regarding a variety of education related issues, including issues within the K-12 and the public and private postsecondary delivery systems.

The Education Fact Sheets are updated each year to provide the reader with current information. New fact sheets are added to reflect education issues that have been identified as important during the previous year.

Viewed as a whole, this document provides the reader with an overview of the complexity of Florida's education issues and programs. Viewed individually, each fact sheet provides information "in a nutshell" about a specific education issue or program, with guidance for how to get more detailed information.

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### Education Governance

Fact Sheet

		September 2001
1.	What is education governance?	"Education governance" means the process by which the three education systems, (K-12, community colleges and state universities) establish policy, deliver services, and are governed.
2.	How is education governance structured in Florida?	Currently, the Governor and Cabinet serve as the State Board of Education. This board is the chief policy making body of public education in the state. Additionally, there is a Department of Education under an elected Commissioner of Education.
		The Florida Constitution provides for individual school districts governed by elected school boards. Each of Florida's 67 counties constitutes a separate school district. The school superintendent in each district may be elected or appointed based on a decision by the local electors.
		Prior to July 1, 2001, the Board of Regents governed the ten state universities; the State Board of Community Colleges coordinated the activities of the 28 public community colleges; the State Board of Independent Colleges and Universities had responsibility for independent colleges and universities; and the State Board of Nonpublic Career Education had responsibility for private postsecondary career schools.
		Individual boards of trustees at each community college govern the activities of their individual institutions.
3.	What prompted the recent changes in education governance?	In the 1998 General Election, Floridians amended the State Constitution, effective January 7, 2003, to require a new state board of education consisting of seven members appointed by the Governor and subject to confirmation by the Senate and to require that the State Board of Education appoint the Commissioner of Education.
		In 1999, the Commissioner of Education convened a 35-member Blue Ribbon Committee representing all regions of the state and all sectors of the education community to make recommendations for a seamless education system under the new state board. This committee presented its final report prior to the 2000 Legislative Session.

The 2000 Legislature addressed the constitutional amendment by enacting the Florida Education Governance Reorganization Act of 2000 (Ch. 2000-321, L.O.F.). This act proposes to achieve, within existing resources, true systemic change in education governance by establishing a seamless academic system that fosters an integrated continuum of kindergarten through graduate school education for Florida's citizens. It establishes guiding principles for a coordinated, seamless system for all education that is student-centered in every facet; that maximizes education access and academic success; and that safeguards equity and refuses to compromise academic excellence. The act provides for the creation of an 11-member Task Force to address implementation issues for transition to the new governance system. The Task Force submitted its recommendations to the Legislature March 1, 2001.

Based on recommendation of the Task Force, the 2001 Legislature enacted the Florida Education Governance Reorganization Implementation Act (Ch. 2001-170, L.O.F.) expediting the transition process. The Task Force is to provide guidance and monitoring of the implementation process and report on the progress of the implementation.

## 4. What are the changes in education governance?

The seven-member Florida Board of Education (FBOE) is established. Members of the FBOE are appointed by the Governor and must be confirmed by the Senate. The FBOE is housed within and operates under the direction of the State Board of Education. Activities of the FBOE are subject to review and approval by the State Board of Education.

The position of Secretary of the Florida Board of Education is established. The Secretary is appointed by the Governor and serves as the FBOE's primary liaison with all entities involved in the reorganization of education. The Secretary of the FBOE serves as the head of the Education Reorganization Workgroup and the K-20 education leadership team.

The following education governance officers are established in addition to the Commissioner of Education:

- the Chancellor of Public Schools (Note --The Division of Public Schools includes the state's public elementary, middle, junior high, and high schools as well as combination schools, charter schools, district magnet programs, and area technical centers);
- the Chancellor of Colleges and Universities (Note The

Division of Colleges and Universities includes the 11 institutions of the State University System and the 4-year independent colleges and universities that are eligible to participate in the Florida Resident Access Grant [FRAG] program.);

- the Chancellor of Community Colleges (Note—The Division of Community Colleges includes the 28 institutions of the Florida Community College System); and
- the Executive Director of Independent Education (Note— The Division of Independent Education includes home education programs, private K-12 institutions, independent colleges and universities except those eligible to participate in the FRAG program, and private postsecondary career preparation and vocational training institutions.)

The Chancellors and the Executive Director are appointed by the FBOE and serve at the pleasure and under the authority of the Secretary of the FBOE.

The Secretary of the FBOE and the education governance officers comprise the K-20 education leadership team which is responsible for systemwide horizontal and vertical communication and assisting the achievement of the seamless K-20 education system. The Secretary of the FBOE serves as the head of the K-20 education leadership team.

The Florida Department of Education must be reorganized. The Education Reorganization Workgroup is established to direct and provide oversight for the reorganization. The workgroup is comprised of the Secretary of the FBOE, the Commissioner of Education, the Governor or his designee, the Chancellor of Colleges and Universities, the Chancellor of Community Colleges, the Chancellor of Public Schools, and the Executive Director of Independent Education. The Secretary of the FBOE serves as the head of the Education Reorganization Workgroup.

The Board of Regents and the State Board of Community Colleges are abolished effective July 1, 2001. Their powers and duties are transferred to the FBOE. The Articulation Coordinating Committee and the Education Standards Committee are transferred from DOE to the FBOE.

The 11 members of the State University System, including New

College of Florida, will be governed by individual 13-member university boards of trustees. A student body president must sit as one of the members of each university board of trustees. The Governor appoints the remaining 12 members.

The Postsecondary Education Planning Commission is abolished July 1, 2001. The Council for Education Policy Research (Council) is created to conduct and review education research, provide independent analyses on education progress, and provide independent evaluation of education issues of state wide concern. The nine-member Council will be composed of five members appointed by the Governor, two members appointed by the Speaker of the House of Representatives, and two members appointed by the President of the Senate.

Powers and duties of the State Board of Independent Colleges and Universities and the State Board of Nonpublic Career Education are transferred to a single board, the Commission for Independent Education (Commission). The Commission will be responsible for all independent postsecondary education institutions with the exception of those independent nonprofit colleges and universities eligible to participate in the Florida Resident Access Grant (FRAG) Program.

The Florida Partnership for School Readiness and a number of related programs are transferred to the Agency for Workforce Innovation.

Effective January 7, 2003, a number of statutes and rules relating to education are repealed and must be reviewed by the Legislature prior to that time.

## 5. What is the schedule for implementation?

Reorganization of the governance of Florida's education system begins July 1, 2001 and must be fully implemented by January 7, 2003.

The Governor has appointed the seven members and the Secretary of the FBOE.

The Governor has appointed 12 members to each of the university boards of trustees.

The Board of Regents, the State Board of Community Colleges, and the Postsecondary Education Planning Commission were abolished July 1, 2001.

		Reorganization of the Florida Department of Education began July 1, 2001.
6.	What are the applicable statutes and rules?	Part I, Chapter 229, F.S Education Governance Reorganization
	Where can I get additional information?	The Florida Board of Education (850) 201-7400 www.flboe.org
		The Education Governance Reorganization Task Force www.flboe.org
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694



## Council for Education Policy Research and Improvement

Fact Sheet

1.	What is the Council for Education Policy Research and Improvement?	The Council for Education Policy Research and Improvement (Council) serves as a citizen board for independent policy research and analysis. The Council was created by the 2001 Legislature to conduct and review education research, provide independent analysis on education progress, and provide independent evaluation of education issues of statewide concern.
2.	Who are the members of the Council?	The Council is composed of five members appointed by the Governor, two members appointed by the Speaker of the House of Representatives, and two members appointed by the President of the Senate. Each member serves a 6-year term. Members may not include elected officials or employees of public or independent education entities.
3.	What are the specific duties and powers of the Council?	<ul> <li>The Council must:</li> <li>provide state policymakers, educators, and the public with objective and timely information;</li> <li>explore national and state emerging educational issues and examine how these issues should be addressed by education institutions in Florida;</li> <li>prepare and submit to the Florida Board of Education (FBOE) a long-range master plan for education.</li> <li>prepare and submit for approval by the FBOE a long-range performance plan for K-20 education in Florida, and annually review and recommend improvement in the implementation of the plan.</li> <li>annually report on the progress of public schools and postsecondary education institutions toward meeting statutorily-defined educational goals and standards;</li> <li>recommend new initiatives, revisions, legislation and rules for the educational accountability system;</li> <li>provide information on the K-20 education accountability system;</li> <li>evaluate issues pertaining to student learning gains; and</li> <li>review and make recommendations regarding the activities of research centers and institutes supported with state funds</li> </ul>

4.	What are the applicable statutes and rules?	Section 229.0031, F.S Council for Education Policy Research and Improvement
5.	Where can I get additional information?	Council for Education Policy Research and Improvement (850) 488-7894  www.cepri.state.fl.us
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



# Council For Lifelong Learning Florida Lottery

Fact Sheet

1.	What is the history of the Florida Lottery?	In 1986, voters amended Florida's Constitution to allow the State to operate lotteries. The 1987 Legislature enacted the Florida Public Education Lottery Act (Ch. 87-65, L.O.F.) to implement the constitutional amendment in a manner that enabled the people of the state to benefit from significant additional moneys for education and also enabled the people of the state to play the best lottery games available.
2.	What was the intent of the Legislature in enacting the Lottery Act?	The intent of the Legislature was to use the net proceeds of the lottery games to support improvements in public education. The lottery proceeds were not to be used as a substitute for existing resources for public education.
3.	How are lottery revenues distributed?	Florida law requires that "as nearly as practical" 50 percent of the gross revenue from lottery ticket sales be returned to the public in the form of prizes or to retailers.  At least 38 percent of the moneys must be deposited in the Educational Enhancement Trust Fund to be used to benefit public education.  The remaining revenues are used to pay the expenses of
4.	What are specific dedicated uses of lottery funds?	running the lottery.  Lottery funds are used for several programs including the following:  Bright Futures Scholarship Program;  Classrooms First Program and the 1997 School Capital Outlay Bond Program; and  Florida School Recognition Program.  Bright Futures Scholarship Program  Bright Futures is a merit-based scholarship program designed to provide college scholarships to students who achieve certain academic levels. In the 2001-2002 General Appropriations  Act, \$202 million is appropriated for the scholarship program
		(Specific Appropriation 2). (See the Bright Futures Scholarship Program Fact Sheet.)  Classrooms First Program A portion of the lottery revenues is pledged to pay debt service on bonds issued by the state pursuant to the Classrooms First Program or the 1997 School Capital Outlay

		Bond Program. These funds are used for the new construction of schools, maintenance or repair of schools, the School Infrastructure Thrift (SIT) Program incentive funds, and Effort Index Grants. The Legislature annually pledges \$180 million for this purpose (Specific Appropriation 1). (See the SMART Schools Act of 1997 Fact Sheet.)
		Florida School Recognition Program  The Florida School Recognition Program is designed to reward individual schools that sustain high performance or demonstrate exemplary improvement. Schools chosen to be recognized by the program can receive rewards of up to \$100 per student. The 2001-2002 GAA provides \$113.5 million for this program (Specific Appropriation 4A). (See the School Recognition Program Fact Sheet.)
5.	How are the remaining funds in the Educational Enhancement Trust Fund used?	The remaining lottery funds are apportioned among public schools, community colleges, and universities. The House of Representatives has tried to maintain a policy of appropriating 70 percent of these funds to public schools, 15 percent to the Florida Community College System, and 15 percent to the State University System.
6.	What are acceptable uses of lottery dollars?	Public educational programs and purposes funded by the Educational Enhancement Trust Fund may include, but are not limited to: endowment, scholarship, matching funds, direct grants, research and economic development related to education, salary enhancement, contracts with independent institutions to conduct programs consistent with the state master plan for postsecondary education, and other educational programs or purposes deemed desirable by the Legislature.
7.	What are the applicable statutes and rules?	Chapter 24, F.S Florida Lottery Sections 240.40201 - 240.40209, F.S Bright Futures Scholarships Section 235.187, F.S Classrooms First Program Section 235.2195, F.S 1997 School Capital Outlay Bond Program Section 231.2905, F.S Florida School Recognition Program
8.	Where can I get additional information?	Florida Department of Lottery (850) 487-7777 www.flalottery.com.  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694

The Florida House of Representatives
Committee on Education Innovation
(850) 488-7451



## Distance Learning

Fact Sheet

1.	What is "Distance Learning"? Who offers distance	Distance learning is a formal educational process in which the majority of the instruction occurs when the student and instructor are not in the same place. Instructional delivery methods include: correspondence study, or audio, video, and computer technologies or a combination of instructional methods. The Internet is the fastest-growing distance learning delivery method.  Various types of distance learning opportunities are available
	learning instruction?	in the school districts and public postsecondary institutions in Florida.
3.	Who is responsible for overseeing distance learning activities?	<ul> <li>The Department of Education (DOE) is statutorily charged with the following duties relating to the oversight of distance learning in the state:</li> <li>facilitating a statewide coordinated system for costefficient advanced telecommunications services;</li> <li>coordinating the use of existing resources to support a statewide advanced telecommunications services and distance learning network;</li> <li>assisting in the coordination of the utilization of the production and uplink capabilities available through Florida's public television stations, eligible facilities, independent colleges and universities, private firms, and others as needed;</li> <li>seeking the assistance and cooperation of Florida's cable television providers;</li> <li>coordinating partnerships for development, acquisition, use, and distribution of distance learning;</li> <li>securing and administering funding for programs and activities for distance learning; and</li> <li>Managing the state's satellite transponder resources.</li> </ul>
4.	Through what mechanism does the DOE accomplish its duties?	The Florida Distance Learning Network Advisory Council was created to assist the DOE in carrying out its duties relating to distance learning. The advisory council consists of members from various entities who have an interest in distance learning, such as educational institutions, libraries, and the telecommunications industry.

5.	What is the Florida
	Community College
	Distance Learning
	Consortium?

The Florida Community College Distance Learning Consortium facilitates distance learning statewide by recommending policies, funding recommendations, licensing products and services, maintaining a website and electronic catalog of distance learning courses, representing the Florida Community College System on regional and national committees and facilitating the sharing of information and resources across the system.

The Consortium is directed to address issues relating to:

- access;
- time needed for students to meet their educational goals;
- coordination of the acquisition, development and distribution of courses;
- development of a distance learning associate to baccalaureate degree program with state universities;
- maintaining an inventory of distance learning courses, staff development materials and support services; and,
- training efforts for faculty and staff and related services involved in distance learning.

## 6. What is the Florida Virtual Campus?

The Florida Virtual Campus (FVC) is a collaborative effort between the Florida Community College System and the State University System designed to respond to student and policy maker demands for expanded distance learning opportunities. The mission of the FVC is to assist Florida's postsecondary institutions in providing affordable access to quality distance education and to help facilitate a seamless distance learning experience for students. The FVC avoids duplication by building on the many existing investments in comprehensive distance learning projects. Although the FVC does not have degree granting authority, it enables students to shop for courses at the public postsecondary institutions in the state. The FVC replaced the Distance Learning Institute, which was created in 1997, to provide for coordination between the Community College System and the State University System regarding distance learning. There is no cost to Florida public institutions to join the FVC.

## 7. What is the Florida Distance Learning Library Initiative?

The Florida Distance Learning Library Initiative is a statewide partnership between the state's public community colleges, universities, and libraries. The program provides access to a comprehensive array of resources, a reference center, library training, document delivery, and inter-library loan privileges at 38 public postsecondary institutions.

8.	What is the Florida Virtual High School?	The Florida Virtual High School (FVHS) is a public on-line school providing curriculum and instructional services over the Internet at no charge to Florida students. (See Florida Virtual High School Fact Sheet.)
9.	What are the applicable statutes and rules?	Chapter 241, F.S Distance Learning Section 228.082, F.S Florida Virtual High School
		Rule 6H-1.046, F.A.C Florida Community College Distance Learning Consortium
10.	Where can I get additional information?	Office of the Commissioner of Education (850) 487-1785
		Florida Community College Distance Learning Consortium www.distancelearn.org (850) 645-4826
		Florida Distance Learning Network Advisory Council (850) 488-0980
		www.doe.firn/edu/edtech
		Florida Virtual Campus (813) 974-7122
		www.floridavirtualcampus.org
		The Florida Virtual High School 445 West Amelia Street
		Orlando, FL 32801
		(407) 317-3326, Ext. 2742 http://fhs.net
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711
		The Florida House of Representatives Committee on General Education (850) 414-9780
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694

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### Best Financial Management Practices Reviews



1.	What are the best financial management practices reviews?	The best financial management practices reviews are in-depth reviews that examine a school district's operations at the individual program level. They are intended to improve the use of resources and identify potential cost savings. Best financial management practices must be developed for, but are not limited to, the following areas: management structures; performance accountability: efficient delivery of educational services; administrative and instructional technology, personnel systems and benefits management; facilities construction and maintenance; student transportation; food service operations; and cost control systems.
2.	How were these reviews established?	Chapter 2001-86, L.O.F., substantially revises the best financial management practices program and repeals the school district performance reviews. Some provisions from the school district performance reviews are included in the new best financial management practices reviews. A best financial management practices review is required for every district on a five-year cycle.
3.	Who funds the reviews?	The state will fully pay for the reviews, subject to an annual appropriation in the General Appropriations Act.
4.	When does each specific school district undergo a review?	A five-year schedule, encompassing all of Florida's school districts, and stipulating which districts will undergo review in which year, is established in statute. If unforeseen circumstances prevent initiation of reviews scheduled in a given year, the Joint Legislative Auditing Committee may adjust the schedule of districts to be reviewed. Additional reviews may be scheduled to address adverse financial conditions in specific districts.
5.	Who conducts the reviews?	The reviews may be conducted through contracted services with private firms or the Office of Program Policy Analysis and Government Accountability (OPPAGA) staff. However, on the reviews that are contracted out to private consultants, OPPAGA must train the consultants. OPPAGA has the responsibility to assist the consultants and review their work in order to ensure consistency between reviews.
6.	How do the best financial management practices reviews work?	The scope of the review focuses on the best financial management practices ("best practices") adopted by the Commissioner of Education; however, OPPAGA may include additional items after seeking input from the district and the

Department of Education.

Districts are to complete a self-assessment instrument on each best practice prior to the review. OPPAGA and the consultant conducting a review are to hold at least one advertised public forum to explain the review process and obtain input from students, parents, the business community, and other district residents.

The final report issued pursuant to the review will include an "action plan." The action plan stipulates the actions the district must take to address the problems or shortcomings identified by the review.

The school board for the district under review must decide, (by majority plus one vote) within 90 days of receipt of the final report, whether or not to implement the action plan. If a district fails to vote on the action plan within 90 days, school board members may be required to appear and present testimony before a legislative committee.

No later than one year after receipt of the final report, the district must submit an initial status report on progress toward implementing the action plan and any changes bearing on compliance with best practices. A second status report is to be made no later than one year after the initial report.

Following receipt of each status report, OPPAGA is to assess the district's implementation of the action plan. Districts that successfully implement the best financial management practices within two years, or are determined in the review to be using best practices, are eligible to receive a "Seal of Best Financial Management" awarded by the State Board of Education.

The Seal is effective for five years or until the next review is completed. If all operational or policy changes comply with the best financial management practices, the district may request a waiver from the next scheduled review.

7. What happens with the money that is saved?

Unrestricted cost savings resulting from implementation of the best financial management practices must be spent at the school and classroom levels for teacher salaries, teacher training, improved classroom facilities, student supplies, textbooks, classroom technology, and other direct student instructional activities.

### Best Financial Management Practices Reviews

8.	What are the applicable statutes?	Section 230.23025, F.S Best financial management practices reviews
		2001-2002 General Appropriations Act, S.A. 147A
9.	Where can I get	The Florida Legislature
	additional information?	Office of Program Policy Analysis and Governmental
		Accountability
		(850) 488-0021
		www.oppaga.state.fl.us
		The Florida House of Representatives
		Committee on General Education
		(850) 414-9780



### Class Size

Fact Sheet

September 2001

1. What is the relationship between class size and student achievement?

Class size, or the number of students under the direction of a single teacher for purposes of learning, has caused considerable discussion in recent years. More than 1,100 studies have examined the relationship between class size and student achievement, and the results are mixed.

The 1985 Tennessee State University STAR study (project STAR) randomly assigned students to small classes (13-17 students, with or without aides). They were kept in these small or large classes from kindergarten through 3<sup>rd</sup> grade, and their achievement was measured at the end of each year. The study concluded that decreasing class size from 25 to 15 students in grades K-3 improved student performance, but providing a teacher's aide in a regular-size class of 25 had no effect on student performance. Project STAR researchers reported that by the end of 12th grade, students who were in smaller classes early in their school careers tend to drop out less frequently, to take more challenging courses, and to be more inclined toward college. The project STAR data did not support overall reductions in class size.

Other research indicates no link between reduced class size and student performance. Research by Dr. William Sanders, of the University of Tennessee Value-Added Research and Assessment Center, shows that class size has little effect on student performance and that the effect of the teacher is the most important factor in student performance regardless of class size.

Economists, such as Eric Hanushek, often contend that class size reduction as an educational reform is not cost effective; is one of the most expensive education reforms for benefits gained; and that there is no credible evidence that across the board reductions in class size boost pupil achievement. He concludes: "There is little systematic gain from general reduction in class size. Besides, they've been shrinking for decades. Today's 22 kids per classroom is down from the 1950's - with no commensurate gains in learning." (Source: "The Evidence of Class Size," Eric A Hanushek, University of Rochester, February 1998)

Nationally, between 1950 and 1995, student-teacher ratios fell by 35 percent, yet information that is available from the National Assessment of Education Progress in 1997 indicates that our 17 year olds were performing roughly the same in 1996 as in 1970. There were some differences by subject area, but the overall picture is one of stagnant performance.

International experience suggests that there is NO relationship between student-teacher ratios and student performance. Asian countries that trounce the United States on international assessments have vastly larger classes, often forty or fifty students per teacher.

2. What has been the experience of other states (and other countries) regarding class size reduction efforts?

Since the mid 1980s, twenty states have launched initiatives aimed at reducing class size, mostly in grades K-3. States spent an estimated \$2.3 billion on such efforts in the 1999-2000 school year according to the ERIC Clearinghouse on Educational Management. In addition, the federal government's Class Size Reduction Program, established in 1998, is providing roughly \$1.2 billion a year to help states hire and train new teachers as part of an overall goal of lowering class size in the early grades to no more than 18 students nationwide.

Some states and districts are finding that class size reduction is both difficult and extraordinarily expensive for the benefits received. For example, California's four-year-old effort to reduce classes to no more than 20 students in the lower grades is costing more than \$1.5 billion a year and has led to critical shortages of qualified teachers, particularly in schools serving poor and minority students. In Detroit, where the school district last year implemented a \$13.2 million program to reduce primary-grade class sizes, progress has been hampered by shortages of both classrooms and teachers.

3. How much funding does the state provide for class size reduction?

Money to reduce class sizes in the earliest grades was earmarked in the General Appropriations Act (GAA) between 1995 and 1998. The 1995 appropriation was for \$40 million. For the next two years, 1996 and 1997, the Legislature designated \$100 million statewide for class size reduction. In FY 1999-2000, the Legislature appropriated \$100 million in capital funds for class size reduction and created a Supplemental Academic Instruction Categorical that provided districts with \$527 million that districts could choose to use in a variety of ways to improve student performance, including class size reduction.

In the 2000-2001 GAA and the 2001-2002 GAA (S.A. 151), the Legislature appropriated \$56,190,521 for class size reduction from the educational aids trust fund, which is federal money. In the 2000 and 2001 Legislative Sessions. the Legislature provided the Department of Education with grant money to the Institute for School Innovation for the continuation of a research study to determine the effect of class size on academic achievement in reading, writing, and mathematics: \$1.5 million in 2000 and \$1.44 million in 2001 (S.A. 130A). The Legislature funded the Supplemental Academic Instruction Categorical with \$662,632,143 in the 2000-2001 GAA and \$676,658,381 in the 2001-2002 GAA (S.A. 118) in a flexible pot of money to assist students in gaining a year's worth of knowledge in a year's time. Districts may choose to use their funds in a variety of ways, including, but not limited to: modified curriculum, reading instruction, tutoring, after school instruction, mentoring, extension of school year, intensive skills development in summer school, and class size reduction. In 1998, the Legislature created s. 236.687, F.S., which allows 4. What is Florida's policy one FTE teacher to be used to meet the goal of 1 to 20 regarding class size teacher-student ratio in grades K through 3. If the district reduction? has a critically low-performing school, the required ratio is one teacher to 15 students. For the purposes of receiving funding from any funds appropriated in the GAA, the district must give first priority to identified critically low performing schools; second priority to kindergarten and grade 1; third priority to grades 2 and 3. The Florida Department of Education has collected data on 5. How much information has grades K through 3 class sizes for years 1994 to 1999. The been collected on the data collection is based on the districts' own submissions to progress of Florida's class the DOE automated Student Information Data Base. A report size reduction efforts? was issued each year to document the changes in class sizes from the previous years, but the report does not evaluate whether the class size reductions impact student performance. The 1998 law required DOE to conduct a complete study of the efficacy of the 1998-99 reductions in class size. The report was to focus on obtaining verifiable data regarding the benefits in terms of student achievement and performance. All schools participating in the class size reduction program were to be involved. The study was completed on March 3, 2000. Many of the schools that participated in the study had

		additional resources, staff development, supplemental teacher salaries, and other reform initiatives in place. The study reported high levels of satisfaction among principals and teachers and perceived impacts on student achievement through reported findings from local evaluations and local achievement results. However, the reported impact on student achievement in kindergarten through third grade has not yet been shown to extend to grades four and five on statewide assessment.
6.	What characteristics increase the effectiveness of class size reduction?	Although better student performance cannot be guaranteed through class size reduction, it is generally agreed that class size reductions are more effective when they have the following characteristics: (1) class sizes are reduced in the primary years, particularly kindergarten through the third grade; (2) classes are reduced to fewer than 20 students; (3) reduced class sizes are made available to disadvantaged and high risk students; and (4) class size reductions are coupled with professional development opportunities for teachers.
7.	What are the applicable statutes and rules?	Section 236.687, F.S Maximum class size goals.  2001-2002 General Appropriations Act, S.A. 118; S.A. 130A; S.A. 151  2000-2001 General Appropriations Act, S.A. 5A 2000-2001 General Appropriations Act, S.A. 78
8.	Where can I get additional information?	Florida Department of Education Publications "A Study of the 1998 Florida Maximum Class Size Act"  Florida Department of Education Publications "Class Size for Grades K to 3, 1998-1999" Previous editions for earlier years available, beginning with 1994-95  Bill analysis for House Bill 367 (1998 Legislative Session)  The Florida House of Representatives Committee on General Education (850) 414-9780



## Deregulation of Public Schools

Fact Sheet

1.	What is public school deregulation?	Deregulated public schools can be exempted from all statutes of the Florida School Code except those pertaining to civil rights, public records, and student health, safety and welfare. Deregulated schools may also request a waiver from certification requirements to facilitate innovative practices and to allow local selection of educational methods. The school must be able to provide justification for such a request. Such a waiver requires the approval of the Commissioner of Education.
		The Commissioner may also grant waivers, upon request, for schools that are not deregulated. However, when non-deregulated schools request waivers, it is usually for a single regulation. If a school wants relief from a significant number of state regulations, it appears to have a better chance of receiving the relief if it is designated as a deregulated school.
		A statute is not eligible for waiver if the waiver would create an inequity in funding or affect funding allocations. Each deregulated school must submit an annual progress report to the district, which is forwarded to the Commissioner of Education. The Commissioner annually forwards these reports, along with an analysis and comparison of student performance in deregulated schools versus those in non-regulated schools to the State Board of Education, the Commissioner of Education, the President of the Senate, and the Speaker of the House of Representatives.
2.	What is the purpose of deregulating schools?	The legislative purpose is to improve student learning, increase learning opportunities, encourage innovative learning models, establish new forms of accountability, make the school the unit of improvement, and relieve the school of paperwork and procedures. The statute allows selected pilot public schools to have the same benefits as their charter school counterparts.
3.	How are schools selected?	The following districts are authorized to conduct pilot programs through the 2003-2004 school year: Palm Beach, Pinellas, Seminole, Leon, Walton, Citrus, and Lee Counties. A proposal to be a deregulated school is developed by the school principal and the school advisory council. A majority of the members of the school advisory council must approve the

		proposal. Additionally, at least 50 percent of the teachers employed at the school must approve the proposal and the school must conduct a survey to show parental support. The district school board then receives and either approves or rejects the proposal by majority vote.
		Currently, authorized counties participating in the pilot project are Citrus County with 10 schools, Leon County with 5 schools, Palm Beach County with 5 schools, Pinellas County with 1 school, Seminole County with 6 schools, and Walton with 3 schools. Each of these districts report that they have never denied a school's request to be designated as deregulated.
		Additionally, the A+ Plan, which passed in 1999 allows schools that receive a grade of "A" and schools that show improvement of at least two performance grade categories to become deregulated if they so choose. The DOE reports that no school has been deregulated via this pathway. (See School Grading System Fact Sheet.)
4.	Will deregulated schools remain public schools?	Deregulated schools remain public schools for all purposes and must continue to be nonsectarian in programs, admission policies, and employment practices. No tuition may be charged and schools remain subject to annual financial audits as do all other public schools.
5.	Will deregulation affect school funding?	No. Under the current law, deregulated public schools must be funded in the same manner as other public schools in the school district. Deregulated public schools must still provide instruction for at least the minimum number of days required by law.
6.	Are deregulated schools exempt from the school safety statutes?	Deregulated public schools are not exempted from sections of the Florida School Code that pertain to student health, safety and welfare. Deregulated public schools must only employ or contract with staff that have been fingerprinted as required by law. Facilities used by deregulated public schools must comply with the State Uniform Building Code for Public Education Facilities and adhere to fire protection codes pursuant to law.
7.	What are the applicable statutes and rules?	Section 228.0565, F.S Deregulated Public Schools Section 229.592(9)(e), F.S Deregulated status for "A" schools making excellence progress, and schools that have improved at least two program categories.
8.	Where can I get additional information?	Department of Education Division of Public Schools Office of Public School Choice Office of Local Control

(850) 413-9707

Florida State University
College of Education
Center for the Study of Teaching and Learning
"Preliminary Report of the Evaluation of the Deregulated
School Pilot Project"
November 1998

The Florida House of Representatives Committee on General Education (850) 414-9780



# English for Speakers of Other Languages (ESOL)

Fact Sheet

		September 2001
1.	What is English for Speakers of Other Languages (ESOL); how and why was it established?	Following the filing of a lawsuit against the state by a multiracial/ethnic coalition, a consent decree (known as the "META agreement") was entered into in 1990 by the State Board of Education, the Department of Education (DOE), and Governor Bob Martinez. The consent decree was intended to prevent significant and onerous involvement by the Federal Office of Civil Rights in the school districts' endeavors to teach students whose native language is not English.  The consent decree establishes Florida's ESOL program, with Limited English Proficiency (LEP) committees and plans, and provides for student identification and assessment, and equal access to appropriate programs, among other features.
		Without the consent decree, each of the 67 districts could be participants in frequent and costly court battles. This could result in the problem other states have had with being forced to offer bilingual education. These states must hire teachers who speak every conceivable other language from Arabic to Urdu.
2.	Is ESOL the same as bilingual education?	ESOL is NOT bilingual education. ESOL classes are taught in English. In August 2000, two years after Californians voted to end bilingual education and move to ESOL, student test results indicated startling improvement in test scores of students who switched from bilingual education to ESOL.
3.	Why has it been important to refrain from changing the law in this area?	Under the consent decree, DOE's legal staff and its Office of Multicultural Student Language Education annually work with the attorneys from the Federal Office of Civil Rights to be sure the state is viewed as being in compliance. This protects the school districts from immense time and expense, and supplies the uniformity necessary to safeguard the equal protection rights of this vulnerable population of students.
		Since the consent decree, the view has been that any major change to Florida's ESOL program risks putting the state back into Federal court, and could end up costing a tremendous amount of money and imposing huge new requirements on the districts and the DOE.

A Tathone a difference	However, as studies such as those from California document the superiority of ESOL over bilingual education, the risk of being forced into bilingual education by the court is reduced. If new experimentation within English language immersion courses proves successful, Florida may find it worthwhile to revisit the 1990 consent decree.  Yes. Mandated bilingual states like Texas and New York require
4. Is there a difference between teacher training and certification requirements in Florida	teachers to have bilingual certification and ESOL certification, which means they have to be able to teach in the child's native language.
vs. bilingual states?	Florida's requirements are ESOL endorsement and inservice training, which is provided to the districts by training tapes from DOE. Only 18 hours of ESOL training are required for art, music, and P.E., 60 hours for social studies, history, and math. For language arts studies, 300 hours of ESOL training are required.
	<ul> <li>The ESOL training includes:</li> <li>Methods of Teaching English to Speakers of Other Languages (ESOL)</li> <li>ESOL Curriculum and Materials Development</li> <li>Cross-cultural Communication and Understanding</li> <li>Testing and Evaluation of ESOL</li> <li>Applied Linguistics</li> </ul>
	State-approved teacher preparation programs must incorporate appropriate ESOL instruction so that program graduates will have completed the requirements for teaching LEP students in Florida public schools during their preservice preparation.
	Florida teachers who do their ESOL training inservice can bank their inservice ESOL training hours, and include them with other required training, such as Sunshine State Standards and multicultural training.
5. What are some of the other features of the ESOL program?	The ESOL consent decree features parental involvement, student classification and reclassification, student tracking, program outcome measures, and district monitoring. Weighted FTE funding is provided. The ESOL budget includes parent training as well as teacher training. All schools in the state get copies of all program materials, consent decree requirements, and program strategies.
	Under Florida's education accountability system, s.

		<u></u>
6.	What are the applicable statutes and rules?	229.57(3)(b)7., F.S., requires that all students participate in the statewide testing program, except as otherwise prescribed by the Commissioner. Pursuant to the A+ Education Plan enacted in 1999, schools are now graded on the basis of letter grades (A-F). According to DOE, all students' test scores are included in a school's grade, including limited English proficient (LEP) students who have been in an ESOL program for more than two years. LEP students who have been in ESOL programs for less than two years are exempted from the testing requirements. (See the Testing Fact Sheet.)  Section 228.2001(2)(c), F.S Educational Equity Act Section 229.57(3)(6)7., F.S Test modification for LEP students  Section 231.24, F.S ESOL inservice points  Section 233.058, F.S English language instruction for LEP students  Section 236.081(1)(c)4., F.S Weighted funding for ESOL students  240,529(2), F.S ESOL requirements for state approved teacher prep programs  Rule 6A. 4.0244, F.A.C Teacher certification specialization in ESOL  Rule 6A. 6-0900, F.A.C Programs/exemptions for LEP students
7.	Where can I get additional information?	Department of Education Office of Multicultural Student Language Education (850) 922-7294
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694



# Exceptional Student Education (ESE)

Fact Sheet

		September 2001
1.	What is Exceptional Student Education?	Exceptional Student Education (ESE) programs serve students with special education needs. ESE serves students who are determined to be developmentally, physically, or mentally impaired or handicapped, gifted students, and students who are hospitalized or homebound. Student enrollment in ESE programs is one factor considered in determining what funding a school district receives (See the Florida Education Finance Program Fact Sheet.)
2.	How are students determined to be eligible for ESE services?	A child determined ESE eligible in Florida between the ages of three and twenty-one is entitled to receive educational services beginning with Pre-K. The free program will provide special materials and educational services designed to meet the needs of the child. Some school districts have services for children younger than three.
		A referral form for evaluation is completed for a child thought to need services by either the parent, the student, a teacher, a doctor, or a social worker. The school determines if an individual evaluation is needed. A child is determined eligible through the evaluation process, and a determination of whether the child meets State Board of Education requirements for ESE education is made through an eligibility-staffing meeting.
	·	A written description of the services to be provided is prepared in the form of an individual education plan (IEP). A family support plan (FSP) is prepared for children ages birth to two. Gifted students generally receive an educational plan (EP). In all cases, parents review and agree to the educational services to be provided for the child.
3.	What does the individual education plan do?	The IEP is a written document that tells the parent, the teaching staff, and other school staff what special services and programs will be provided to the ESE student. The IEP is designed to meet the individual needs of the child. A child is not considered for placement in the ESE program until the parent and school district agree to the specifics of the IEP. Every attempt is made to include the parent in the writing of the IEP.

4.	What programs are available for ESE students?	In Florida, a variety of different programs are available for children within ESE. Programs include students determined to be autistic, deaf or hard-of-hearing, developmentally delayed (Pre-K only), dual sensory impaired, emotionally handicapped or severely emotionally disturbed, gifted, homebound or hospitalized, mentally handicapped, physically impaired, specific learning disabled, speech or language impaired, visually impaired, or those needing physical and occupational therapy.
5.	Can ESE students participate in the Opportunity Scholarship Program?	Yes. An ESE student with special needs who is eligible to receive services from the school district may participate in the Opportunity Scholarship program and remains eligible to receive services from the school district as provided by federal and state law. (See the Opportunity Scholarship Fact Sheet.)
6.	What is the McKay Scholarships for Students with Disabilities Program?	The McKay Scholarships for Students with Disabilities Program expands the school choice program created by the 1999 Legislature as a pilot program for Sarasota County. This school choice option was part of the A+ Education Plan enacted by the 1999 Legislature, Chapter 99-398, L.O.F. The scholarships are available for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities include K-12 students who are mentally handicapped, speech and language impaired, deaf or hard-of-hearing, visually impaired, dual sensory impaired, physically impaired, emotionally handicapped, specific learning disabled, hospitalized or homebound, or autistic. (See the McKay Scholarships for Students with Disabilities Program Fact Sheet.)
7.	How often are re- evaluations of a child's individual education plan done?	A parent may request a review of the IEP if the child's needs change. At least once each year, the school will hold a meeting to discuss each child's progress and to review the IEP. A reevaluation of each child for placement in ESE is done at least every three years. A re-evaluation can be made without parental consent but the school must notify and report the results to the parent.
8.	What are the applicable statutes and rules?	Individuals with Disabilities Education Act, Education for All Handicapped Children Act of 1975, Public Law 94-142.  Education of the Handicapped Act Amendments of 1986, Public Law 99-457.  The Family Education Rights and Privacy Act (The Buckley Amendment), Regulations for the Individuals with Disabilities

Act.

Section 228.051, F.S. -- Requirement for public schools to provide exceptional student education instruction Section 228.093, F.S. -- Requirement to protect privacy of student records

Section 230.23, F.S. -- Requirement to provide appropriate program special instruction

Section 232.01, F.S. -- School attendance for exceptional students

Rule 6A-6.0311, F.A.C. -- Special programs for students who are mentally handicapped

Rule 6A-6.0312, F.A.C. -- Special programs for students who are speech and language impaired

Rule 6A-6.0331, F.A.C. -- Identification and assignment of exceptional students to special programs

Rule 6A-6.03311, F.A.C. -- Procedural safeguards for exceptional students

Rule 6A-6.0334, F.A.C. -- Temporary assignment of transferring exceptional students

Rule 6A-6.03411, F.A.C. -- Special program and procedures for exceptional students

Rule 6A-6.03028, F.A.C. -- Development of individual education plans for exceptional students

Rule 6A-6.03029, F.A.C. -- Development of family support plans for children with disabilities ages birth through five years

# 9. Where can I get additional information?

Florida Department of Education
Division of Public Schools,
Bureau of Instructional Support & Community Services
(850) 488-1570

Office of Special Education and Rehabilitative Services 400 Maryland Avenue, S.W. Washington, D.C. 20202

Office of Civil Rights 330 Independence Avenue, S.W. Washington, D.C. 20201

www.firn.edu/doe/

The Florida House of Representatives Council for Lifelong Learning

## Exceptional Student Education (ESE)

	(850) 414-6694
	The Florida House of Representatives
	Committee on Education Innovation
}	(850) 488-7451



# Individuals with Disabilities Education Act (IDEA)



1.	What is the IDEA?	Since 1975, the Individuals with Disabilities Education Act, or IDEA, (formerly the Education for All Handicapped Children Act) has required states to provide all children with disabilities, ages three through twenty-one, with the right to a free appropriate public education (FAPE) in the least restrictive environment (LRE.) Serving children in the "least restrictive environment" means that to the extent appropriate, students with disabilities are educated in the regular education setting with supports and services. A FAPE is defined as special education, support programs, and related services for disabled children that are provided at no cost to the parents. The IDEA assists states in meeting these requirements by providing for the funding of each state based on the number of identified disabled children residing within its borders.
2.	How are children determined to be eligible for IDEA services?	A referral for evaluation of a child may be made by the child, the child's parents, a teacher, doctor, or social worker. The local school district must then evaluate the child, using multiple tools and methods, through a process that meets the IDEA's criteria for fairness, accuracy, and completeness. Only a child who has a disability which results in the need for special education is eligible under the IDEA.
3.	How do schools know what services to provide?	Once a child is eligible under the IDEA, the state's educational agency must arrange a meeting with the child's parents, teacher(s), evaluators, and other appropriate individuals to prepare an individualized educational plan (IEP). An IEP is a written document required by the IDEA which describes all of the services a particular child will need in order to get a FAPE. Parents have the right to participate in all decisions regarding the identification, evaluation, or placement of their disabled child. Under the IDEA, eligible children must be re-evaluated every three years and their IEPs must be reviewed annually. (See the Exceptional Student Education Fact Sheet.)
4.	Has the IDEA ever been changed?	<ul> <li>In 1997, Congress amended the IDEA (June 4, 1997) to:</li> <li>incorporate many longstanding federal court interpretations regarding proper administration of the IDEA, and</li> <li>include children with disabilities in national education reform efforts.</li> </ul>

		New federal regulations had to be written to implement the IDEA's 1997 amendments. These changes went into effect July 1, 1999.
5.	What effect do the changes in the IDEA and its regulations have on Florida?	Florida has already been doing many of the things the new federal IDEA regulations mandate. However, Florida is preparing an implementation plan to address three main areas:  Graduation: a regular diploma graduation is considered a change of placement after which the state will no longer have to provide the student with a FAPE. However, award of a special diploma or certificate of completion does not relieve
		the state from its duty to continue to provide a FAPE, until the student attains the age of 22.
		Alternate assessment testing: students who are unable to participate in state assessments must be evaluated through alternate methods to ensure that appropriate alternative education goals are met.
		Disciplinary activities: disabled students may be suspended for up to 10 days in each school year without provision of FAPE. The IDEA establishes procedures to suspend or expel disabled students whose misbehavior is determined not to be a manifestation of their disability.
6.	What are the applicable statutes and rules?	Individuals with Disabilities Act Amendments of 1997, 20 U.S.C. sections 1400-1485. Regulations for the Individuals with Disabilities Act, 34 C.F.R. sections 300 & 303.
		Section 228.051, F.S Requirement for schooling of exceptional children Section 228.093, F.S Pupil and student records and reports Section 230.23, F.S Powers and duties of school board
		Section 232.01, F.S School attendance  Rules 6A-6.03011 through 6A-6.03032, and Rules 6A-6.0311, 6A-6.0312, 6A-6.0331, 6A-6.03311, 6A-
		6.0333, 6A-6.0334, 6A-6.03411, and 6A-6.0361, F.A.C.
7.	Where can I get additional information?	Florida Department of Education Division of Public Schools and Community Education Bureau of Instructional Support and Community Services (850) 488-2601
		Office of Special Education and Rehabilitative Services 400 Maryland Avenue, S.W. Washington, D.C. 20202

The Florida House of Representatives
Committee on General Education
(850) 414-9780



## Instructional Materials

Fact Sheet

September 2001

1. What are instructional materials?

For purposes of state adoption, the term "instructional materials" is defined by statute as "items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or electronic media." "Adequate instructional materials" are defined as "a sufficient number of textbooks or sets of materials serving as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature, except for instruction for which the school advisory council approves the use of a program that does not include a textbook as a major tool of instruction."

What funding do districts receive for the purchase of instructional materials and how may the funds be spent? Instructional materials are funded as a categorical item in the General Appropriations Act (GAA). In the 1998-99 GAA, districts received \$183,938,638; in 1999-2000, they received \$193,691,807; in 2000-2001, they received \$192,091,807; and in 2001-2002, they received \$213,538,584. Historically, the Legislature has fully funded this categorical based on the recommendations of the Florida Association of District Instructional Materials Administrators (FADIMA).

A school district must use at least 50 percent of the instructional materials allocation for the purchase of instructional materials included on the state-adopted list. They may use up to 50 percent (the "flexible 50") for the purchase of instructional materials, including library and reference books and nonprint materials, not included on the state-adopted list and for the repair and renovation of textbooks and library books.

Within the first *two* years of the six-year adoption cycle, each school district must purchase *current* instructional materials to provide each K-12 student with a textbook or other materials as a major tool of instruction in core courses. The cost must not exceed the district's allocation for the previous

two years. Exceptions to purchasing within the first two years may be made if a contract was in existence before April 1, 2000, or a purchase is related to student membership growth or for instructional materials maintenance needs. The cost of the required purchase each two years must not exceed the amount of the districts' allocation for the previous two years. Once a school district has purchased the required materials, it may use at least five percent of public school technology funds to purchase electronic book readers when authorized to do so in the GAA. Each school board has the duty to provide adequate 3. What are the district's instructional materials for each child. The superintendent duties in providing must keep adequate records and accounts, which are reviewed instructional materials, in a school district best financial management practices review and its role in evaluation, conducted by the Office of Program Policy Analysis and selection, and disposition Government Accountability (OPPAGA). The superintendent of each district must notify the Department of Education by of instructional materials? April 1 each year with: the state-adopted instructional materials that will be requisitioned and an instructional materials use plan, which will help determine if "adequate instructional materials" have been requisitioned. The principal of each school is responsible for: assuring that instructional materials are used to provide instruction to students; effectively communicating to parents how instructional materials are used to implement the curricular objectives; and collecting for lost or damaged books. Instructional materials that are unserviceable or surplus or no longer on state contract may be given to other education programs, teachers, students, or any charitable organization, governmental agency, private school, or state. The district may sell the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations. Any money received goes to the district school fund for instructional materials. If the district cannot give or sell the materials, they may dispose of them according to school board policy. In any given year, the DOE will select the approved 4. What is the state instructional materials for one or more subject areas (e.g., instructional materials history, science, reading, etc.) and will do this for the entire adoption process? range of K-12. An Instructional Materials Committee (IMC) is appointed for each of the subject areas being selected that year. The Commissioner of Education appoints persons to serve on various state IMCs. Each IMC is composed of nine or

more persons - at least 50 percent of the members are classroom teachers certified in the subjects under consideration, two supervisors of teachers, two lay citizens and one district school board member. (Specific criteria are defined in s. 233.07, F.S.) The IMCs complete a training workshop and establish policies for the adoption of instructional materials. The Department of Education (DOE) advertises in the Florida Administrative Weekly four weeks preceding the date on which the bids are due. Publishers then submit bids. The IMCs meet, review, and evaluate the instructional materials and bids. They then recommend materials for adoption. All state committees forward their recommendations to the Commissioner who makes the final decision regarding the recommended materials that are adopted. Following action by the Commissioner, DOE notifies the school districts of the recommended materials. Publishers and manufacturers are required to: maintain for the first two years of the six year cycle sufficient inventory of core subject instructional materials to receive and fill orders for the required purchases; give an accurate account of who actually authored a book; provide corrections for errors in materials; and beginning with the 2002 adoption cycle, implement a pilot program to provide opportunities for at least one school district to order customized instructional materials adopted in one or more of the core subject areas of mathematics, language arts, social studies, and science. 5. Where can I find the The Department of Education annually releases a <u>Catalog of</u> State-Adopted Instruction Materials. It is distributed free approved list of of charge to the local school districts, special schools, and instructional materials? other interested groups and individuals. Newly adopted materials lists are also available on the DOE website. Section 230.23(7), F.S. -- Duties of school boards; definition 6. What are the applicable of "adequate instructional materials" statutes and rules? Sections 233.07-233.63, F.S. -- Instructional materials Section 230.23025(1)(a), F.S. -- Instructional materials as part of best financial management practices review 2001-2002 General Appropriations Act, S.A. 120 Florida Department of Education 7. Where can I get Bureau of Instructional Materials additional information? (850) 487-8791

#### **Instructional Materials**

www.firn.edu/doe/bin00015	
The Florida House of Representatives	
Committee on General Education	
(850) 414-9780	



# School Age/Attendance Requirements



1.	What is the required age of attendance in Florida?	Children between 6 and 16 years of age must attend school. A child must start school if he or she is six or will be six by February 1 of that school year. A child who becomes 16 is not subject to compulsory school attendance if the child files a formal declaration, signed by the parent or guardian, of intent to terminate school enrollment with the district school board. A child who attains the age of 18 years is not subject to compulsory school attendance.
2.	How can attendance be achieved?	Regular attendance can be achieved through attendance in a public school; parochial, religious, or denominational school; private, home education program; or a private tutoring program. (See the Truancy Fact Sheet.)
3.	Are there any exceptions for the 6 - 16 age attendance requirement?	There are several exceptions to the 6-16 years attendance requirement:  1. Manatee County school board was required by the 1999 Legislature to implement a pilot project to raise the compulsory age of attendance from 16 to 18. The school board was required to evaluate the adopted policy on school attendance, the school district's dropout rate, and the costs associated with the pilot project. The final attendance data is currently being collected and assessed in order to accurately reflect the effect of the project.  2. Certificates of exemption are also authorized in certain cases. These certificates are issued by the superintendent and are valid for one year.  3. Children with disabilities who are three years old are eligible for admission to public special education programs and related services.  4. If a child moves from another state and does not meet the age requirements for entrance into Florida schools, the student is allowed to enter school according to the rules of the state from which he or she has moved.  A parent may request and be granted permission for the absence of a student from school for religious instruction, holidays, according to the school board policy.

4.	What are the age requirements for kindergarten attendance?	Children who attain five years of age on or before September 1 of the school year are eligible for admission to public kindergartens during that school year.
5.	What are the applicable statutes and rules?	Section 232.001, F.S Manatee pilot project Section 232.01, F.S School attendance Section 232.02, F.S Regular school attendance Section 232.021, F.S Attendance records and reports Section 232.022, F.S Attendance defined Section 232.0225, F.S Absence for religious instruction or holidays Section 232.06, F.S Certificates of exemption  State Board of Education Rule 6A-1.0985, F.A.C Entry into kindergarten and first grade by out-of-state transfer students.
		State Board of Education Rule 6A-1.09514, F.A.C Excused absences for religious instruction or holidays.
6.	Where can I get additional information?	Florida Department of Education Division of Public Schools (850) 488-2601  Florida Department of Education
•		Division of Public Schools Memorandum 98-131 "Technical Assistance Paper on School Attendance", April 8, 1998
		The Florida House of Representatives  Committee on General Education (850) 414-9780



# Student Transportation

Fact Sheet

1.	For which students do school districts provide transportation?	<ul> <li>Each school district is required to provide transportation for students who meet one of the following criteria established by s. 236.083, F.S.:</li> <li>the student lives two miles or more from school;</li> <li>the student has a disability or is enrolled in a teenage parent program, regardless of distance from school;</li> <li>the student is pregnant or is a student parent or is the child of a student parent, regardless of distance from school;</li> <li>the student is enrolled in a state pre-kindergarten program, regardless of distance from school;</li> <li>the student is transported from one school to another to participate in an instructional program or service for vocational students, dual enrollment students, or students with disabilities; or</li> <li>the student's grade level does not exceed grade six and the student is subjected to hazardous walking conditions according to s. 234.021, F.S.</li> <li>Florida's school districts operate 14,165 school buses on a typical school day, transporting over 972,766 students to and from school and between schools.</li> </ul>
2.	What funding do school districts receive for transportation?	For the 2001-2002 school year, school districts will receive \$411.3 million in transportation funding from the state (Specific Appropriation 121). Each school district receives a portion of these funds from the Department of Education for the transportation of students in the district who are eligible for transportation. Each school district's allocation is calculated based on the membership of students to be transported according to s. 236.083, F.S., multiplied by the base transportation allocation per student.
3.	Can school districts transport students other than those required by law?	School districts may transport students other than those required by law if they so choose. However, school districts will only receive state funding for those students that they are required to transport.
4.	Are school buses required to have safety belts?	School buses, purchased after December 31, 2000, used to transport students in grades pre-K through 12 must be equipped with safety belts or with any other restraint system approved by the Federal Government. These safety belts must also meet the standards required under s. 316.614, F.S.

#### School buses, purchased prior to December 31, 2000, are not required to have safety belts. Elementary schools are to receive first priority in the allocation of school buses equipped with safety belts. Safety belt requirements only apply to public school buses. Section 234,021, F.S., identifies a hazardous walking condition What is a hazardous as walkways parallel to any road that students must walk along walking condition? in order to go to and from school: if an area adjacent to the road that is at least four feet wide with a surface for walking that does not require walking on the road does not exist; if the road is uncurbed with a posted speed limit of 55 miles per hour and does not have an area that is at least three feet from the edge of the road, is at least four feet wide, and has a walking surface that does not require walking on the road. The following exceptions apply in both of the aforementioned cases for hazardous walking conditions: the road is located in a residential area that has little or no transient traffic: the road has a volume of traffic that is less than 180 vehicles per hour, per direction, during the time students walk to and from school: or the road is located in a residential area and has a posted speed limit of 30 miles per hour or less. Section 234.021, F.S., also identifies a hazardous walking condition as walkways perpendicular to any road that students must cross in order to walk to and from school: if the traffic volume exceeds the rate of 360 vehicles per hour, per direction (including all lanes), during the time students walk to and from school and if the crossing site is uncontrolled which means where there is no crossing guard, traffic enforcement officer, or stop sign or other traffic control signal present; if the traffic volume on such road exceeds 4,000 vehicles per hour through an intersection or other crossing site controlled by a stop sign or other traffic control signal, unless crossing guards or other traffic enforcement officers are also present during the times students walk to

and from school.

6. Who determines whether a perceived hazardous walking condition is an actual hazardous walking condition? Section 234.021, F.S., requires a perceived hazardous walking condition to be inspected by a representative of the school district, a representative of the county sheriff, a representative of the local safety council (if a safety council exists), and a representative of a local governmental entity where the perceived hazardous walking condition exists. The statute further states that if it is determined that a walking condition is hazardous to students, the findings must be reported to the Department of Education.

7. Are school districts authorized to transport anyone other than students?

School districts are authorized to use school buses for public purposes. Each school district may enter into agreements with the governing body of a county, municipality, state agency, nonprofit corporation, or nonprofit civic association to provide transportation for the following:

- the transportation disadvantaged, as defined in s. 427.011, F. S.;
- the elderly;
- WAGES program participants, as defined in s. 414.0252,
   F.S.: and
- school-age children attending activities sponsored by the Boy Scouts, Girl Scouts, 4-H Club, the Y.M.C.A., and other similar nonprofit associations.

Any agreement for the transportation of such individuals must provide for reimbursement to the school district.

8. What is a school safety transportation plan?

Section 234.0215, F.S., requires each school district and the state or local governmental entity having jurisdiction to develop a school safety transportation plan and to include charter schools in its plan. The plan must include the following:

- the development of a priority list of hazardous walking conditions projects that have been identified but not corrected;
- the submission of recommendations and fiscal estimates for (1) any changes to current law for expanding the definition of a student to include students in grades K-12, (2) any changes to current law for identifying hazardous walking conditions for walkways parallel to the road and perpendicular to the road, and (3) any other potential changes to transportation safety;
- the number of schools that separate the school bus loading and departure locations from the loading and departure locations for parents, guardians, or others who provide transportation to children; and
- the number of schools that provide transportation to

		students for whom transportation is not currently required under current law.
9.	What are the applicable statutes and rules?	Section 234.01, F.S Transportation Section 234.021, F.S Hazardous Walking Conditions Section 234.0215, F.S School Safety Transportation Plan Section 236.083, F.S Funds for Student Transportation Section 316.614, F.S Safety Belt Usage Section 414.0252, F.S Wages Program Section 427.011, F.S Transportation for Disadvantaged
10.	Where can I get additional information?	Florida Department of Education School Transportation Management (850) 488-4405 www.firn.edu/doe/  The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Council For Lifelong Learning Prayer in Schools

## Fact Sheet

1.	Is prayer allowed by statute in Florida's public schools?	Florida statutes allow for a moment of silence. Section 233.062(2), F.S., states, "The school board may provide that a brief period, not to exceed 2 minutes, for the purpose of silent prayer or meditation be set aside at the start of each school day or each school week in the public schools in the district."
2.	What is the recent history of prayer legislation in Florida?	In the 1996 Legislative Session, the graduation standards bill included a provision to allow voluntary student-led prayer at graduations, sports events, and other noncompulsory middle school and high school assemblies. Only nonsectarian, nonproselytizing prayer could occur. In addition, school officials would be prohibited from participating in or influencing student decisions on prayer. This bill was vetoed by the Governor. A similar bill was filed in the 2001 Legislative Session but died in the Senate.
3.	What is the recent history of court decisions regarding school prayer?	In June, 2000, the U.S. Supreme Court decided the case of <a href="Doe v. Santa Fe Independent School District">Doe v. Santa Fe Independent School District</a> and held that student-led, student-initiated prayer at high school football games is unconstitutional. In May, 2001, the U.S. Eleventh Circuit Court of Appeals held in Adler v. Duval County School <a href="Board">Board</a> that a school board policy allowing student-led, student-iniated messages, including prayers, at high school graduation ceremonies was constitutionally permissible. The U.S. Supreme Court will likely review the decision in Adler.
4.	What are the applicable statutes and rules?	Section 233.062(2), F.S Brief Meditation Period
5.	Where can I get additional information?	Florida Department of Education Division of Public Schools (850) 488-2601 or SC 278-2601  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694



## School Administrator Sick Leave



1.	What is sick leave?	Any person employed on a full-time basis at a public school who is unable to perform his or her duties on account of personal sickness, accident, extended illness, or illness or death of an employee's parent, sibling, spouse, child, close relative, or member of household may be granted by the superintendent leave of absence in the form of sick leave.
2.	How is sick leave earned?	Full-time administrators are entitled to four days of sick leave at the end of the first month of their contractual year, and thereafter will earn 1 day of sick leave for every month of employment.  Full-time administrators are not allowed to earn more then 1 day of sick leave for every month of employment in a single
		year.
3.	Can administrators transfer their sick leave to another school district?	Yes, a full-time administrator can carry over their sick leave when moving to another school district.
4.	How much sick leave can an administrator accumulate?	An administrator can accumulate sick leave from year to year. There is no limit on how much sick leave an administrator can accumulate with one exception. Administrators employed before July 1, 2001 who have unused sick leave balances of 60 days or more may not accumulate any more sick leave for purposes of terminal pay until their unused sick leave balance dips below 60 days.
5.	Can school administrators sick leave be used by a family member?	Yes. In 2001, the Legislature provided that each district school system must provide a policy under which a district employee may authorize his or her spouse, child, parent, or sibling who is also a district employee to use sick leave that has accrued to the authorizing employee (Ch. 2001-212, L.O.F.).
		The district school board must provide that the recipient may not use the donated sick leave until all of his or her sick leave has been depleted, excluding sick leave from a sick leave pool, if the recipient participates in a sick leave pool. Donated sick leave under this provision shall have no terminal value.

6.	What is terminal pay for sick leave?	Terminal pay is payment given for unused accumulated sick leave at termination of employment. There are limits on how much sick leave an administrator may receive for terminal pay. If termination of employment is through death of the employee then the payment must be made to the employee's beneficiary.
7.	What is the policy for providing school administrators with terminal pay for accumulated sick leave?	Prior to 1995, all employees, including teachers and school district administrators were under the same policy for terminal pay for accumulation of sick leave. That policy provided employees with differing percentages of accumulated sick leave that could be used for terminal pay purposes based upon years of service.
		In 1995, the Legislature adopted a different policy for administrators (as opposed to instructional staff or educational support employees). This policy applied only to administrators hired on or after July 1, 1995 and capped the maximum terminal pay for these new administrators at $\frac{1}{4}$ of all unused sick leave accumulated on or after July 1, 1995, not to exceed 60 days of actual payment.
		In 2001, the Legislature modified this policy to apply to all administrators regardless of their hire date so that terminal pay for all school administrators is capped at $\frac{1}{4}$ of all unused sick leave accumulated on or after July 1, 2001, not to exceed 60 days of actual payment.
		This new cap that applies to all administrators does not limit any contract established prior to July 1, 2001; however, when an administrator renews his or her contract, it is considered a new contract.
8.	What is the terminal pay cap for sick leave accumulated prior to July 1, 2001?	For terminal pay purposes, unused sick leave accumulated before July 1, 2001 is governed by each district's school board's policies, contracts, or rules that are in effect on June 30, 2001.
9.	Will administrators lose sick leave benefits earned prior to July 1, 2001?	No. The new policies regarding terminal sick leave pay are not retroactive. Any sick leave earned by an administrator prior to July 1, 2001 is not affected.
		Only sick leave accumulated after July 1, 2001 is affected by the new policy and this happens ONLY when a current administrator renews his or her contract.

	What are the applicable statutes?	Section 231.40(3), F.S Sick leave
1	Where can I get additional information?	The Florida House of Representatives Council for Lifelong Learning (850) 414-6694
-		The Florida House of Representatives Committee on State Administration (850) 488-4863



# Council for Lifelong Learning School Advisory Councils (SACs)

Fact Sheet

1.	What are School Advisory Councils?	Each school board is required to establish a School Advisory Council (SAC) for each school in the district or a district advisory council if the district has fewer than 10,000 students. A SAC assists in preparing and evaluating the School Improvement Plan (SIP) and provides assistance in the preparation of the school's annual budget. SIPs are locally developed "blueprints" for achieving the state education goals and student performance standards.
2.	Who is eligible to be a member of a SAC?	The SAC is composed of the school's principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic makeup of the community. A majority of the members must not be persons who are employed by the school. Council members must be elected by their respective peer groups at the school; the school board establishes procedures to select business and community members and must review the membership composition of each SAC. If needed, the board must appoint additional members to achieve proper representation. Vocational-technical center and high school advisory councils must include students, and middle and junior high school advisory councils may include students. SACs of vocational-technical and adult education centers are not required to include parents as members. Funds from the Educational Enhancement Trust Fund (lottery dollars) may not be released to a district that does not comply with SAC membership composition requirements.
3.	How has the membership requirement for SACs evolved?	Prior to 1991, school boards were not required to establish SACs. Any SACs which were established were required to have membership which was "broadly representative of the community served by the school." The 1991 Legislature replaced the "broadly representative" language with the present language of, "(members) who are representative of the ethnic, racial, and economic community served by the school"  Since 1991, that language has been altered eight different times. Most of these changes have dealt with increasing the responsibility of SACs, but several of these changes have dealt with specific issues concerning the membership composition of the SAC. The 1997 Legislature required SACs

4. Have reviews been conducted regarding the membership requirements of SACs?

to draw a majority of its membership from individuals who are not school board employees.

A 1993-1994 performance review by the Office of the Auditor General, and a 1995-1996 report by the Office of Program Policy Analysis and Government Accountability (OPPAGA) found persistent problems in SAC membership in the 14 school districts reviewed. In one-third of the SACs reviewed, 50 percent of the SAC membership were new to the council. Nearly half of the SACs reviewed did not include all statutorily required membership groups, such as business/community members and education support employees. Nearly one third did not reflect the school community's racial, and ethnic diversity. Finally, school employees dominated 63 percent of the SACs, and school board employees dominated 78 percent of the SACs.

Additionally, the OPPAGA reviews SAC membership composition through the Best Financial Management Practice Reviews. Of the four Best Practice Reviews performed by OPPAGA, two districts had problems with SAC membership composition in specific schools; one district had four SACs out of 38 that did not meet the required membership composition; and the second district had seven SACs out of 108 that did not meet the required membership composition.

The Auditor General also reviews SAC membership composition in their annual audits of school districts. The Auditor General's recent reports are as follows: in FY 1997-98, twelve districts out of 65 audited did not meet the SAC membership requirements; in FY 1998-99, six districts out of 51 audited did not meet the SAC membership requirement; and in FY 1999-2000, three districts out of 51 audited did not meet the SAC membership requirements.

5. Is it difficult for a district to meet the membership composition requirements?

According to the Department of Education, districts and schools frequently report that securing parental involvement at the schools and on the SACs is challenging. They report that this difficulty arises in finding participants who represent the lower economic groups served by the school, and who have the desire and time to serve on the SAC. This problem is magnified in schools with a high number of low income students, in that once the principal and several teachers fill positions on the council, the rest of the council must be representative of the lower economic community. This requirement may prevent certain concerned individuals who wish to serve from being allowed on a SAC. Additionally,

		it can be intrusive and impractical for schools to determine which ethnic, racial, or economic group an individual represents.
6.	Does a SAC have money to spend and how can they spend it?	A portion of the Educational Enhancement Trust Fund is distributed to each school (through the districts) for the SAC to use for programs and projects to enhance school performance through the implementation of the School Improvement Plan (SIP). A principal may not override the recommendations of the school advisory council for the use of the money. The money may not be used for capital improvements or for projects or programs with a duration of more than one year.
7.	How much money is appropriated?	The earmarked amount in the 1997, 1998, 1999, 2000, and 2001 General Appropriations Act for discretionary use by SACs was \$10 per unweighted FTE student.
8.	What are the applicable statutes and rules?	Section 24.121, F.S Lottery money Section 229.58, F.S District and School Advisory Councils Section 229.59, F.S Educational improvement projects Section 230.23(16), F.S School improvement plans  2001-2002 General Appropriations Act, S.A. 4A 2000-2001 General Appropriations Act, S.A. 3 - \$10 per FTE for SACs use  State Board of Education Rule 6A-7.096, F.A.C.
9.	Where can I get additional information?	Department of Education Office of School Improvement (850) 487-1023  The Florida House of Representatives Committee on General Education (850) 414-9780  Department of Education Publications
	·	<ul> <li>Technical Assistance Document for Evaluating Your School Improvement Process</li> <li>Department of Education General Council Opinions</li> <li>98-04 Composition of school board advisory councils</li> <li>94-022 Role of school advisory councils in preparation of SIP</li> <li>94-019 SAC role in preparation of the SIP</li> </ul>



# Florida Education Finance Program (FEFP)

Fact Sheet

September 2001

1.	What is the Florida
	<b>Education Finance</b>
	Program?

The Florida Education Finance Program (FEFP) is the funding formula adopted by the Florida Legislature in 1973 to allocate funds appropriated by the Legislature to school districts for K-12 public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to ensure equalized funding, the FEFP takes into account:

- the local property tax base;
- costs of education programs;
- costs of living (district cost differential or DCD); and
- sparcity of student population.

#### 2. How are funds allocated?

The FEFP uses a unit of measurement for each student called a "full-time equivalent" (FTE). One FTE equals 900 hours or one school year of instruction provided to a student. Surveys are taken twice during the regular school year in each school to determine the number of students or unweighted FTEs that are enrolled in one or more of seven programs, which include basic education programs; programs for students with limited English proficiency; exceptional student education (ESE) programs; and vocational education programs (two more surveys are taken during the summer to determine the number of FTEs for Department of Juvenile Justice students).

Each program has an associated cost factor that adds weighting to an FTE. The program cost factor reflects the relative cost of serving students in each FEFP program. The additional weighting increases the amount of funds a district is eligible to receive since the FTE is multiplied by the program cost factor. FTEs and the related cost factors are broken into the following two groups.

#### GROUP 1:

BASIC PROGRAMS	<u>COST FACTOR</u>
Kindergarten and Grades 1 - 3	1.007
Grades 4-8	1.000
Grades 9-12	1.113

Student enrollment in basic programs (Group 1) is not capped.

	GROUP 2:	
	EXCEPTIONAL STUDENT EDUCATION	<u>COST FACTOR</u>
	ESE Support Level 4	3.948
	ESE Support Level 5	5.591
	<u>ESOL</u> English for Speakers of Other Languages	<u>COST FACTOR</u> 1.265
	VOCATIONAL EDUCATION PROGRAMS	COST FACTOR
	Vocational Education, Grades 7-12	1,206
	Vocational Education, Oraces 7-12	1.200
	There is a weighted enrollment cap on the nu that may be funded for Group 2 programs.	mber of students
3. How is the FEFP calculated?	FEFP funds are determined by multiplying the unweighted full-time equivalent students (FT educational programs by cost factors to obtain Weighted FTEs are then multiplied by a base allocation, as determined by the Legislature 2001-2002), and by a district cost different the Base Funding from State and Local FEFP declining enrollment supplement, sparcity supguaranteed allocation, safe schools allocation academic instruction allocation, discretionary and minimum guarantee allocation are added funding to determine Total Funds (state and dollars).	Es) in each of the ain weighted FTEs. student (\$3,413 for FY ial to determine Funds. A oplement, ESE a, supplemental of tax equalization, to the base local FEFP
	<b>District Cost Differential</b> - adjusts funds be differences of goods and services among dis-	
	Declining Enrollment Supplement - assists dideclining student enrollment by providing halwhich would have been lost to the district withe number of students served.	f the revenue,
	Sparcity Supplement - assists rural districts student populations (20,000 or fewer studen	
	ESE Guaranteed Allocation - provides lump s funds for mildly to moderately handicapped of exceptional student education services (thes formerly provided by program cost factors of excessive teacher paperwork and a volatile a	or gifted e funds were and required

Safe Schools Allocation - provides funds for school safety based on student numbers and the Florida Department of Law Enforcement Crime Index.

Supplemental Academic Instruction Allocation - provides flexible funds for districts to provide supplemental instruction in any manner and at any time during or beyond the regular school year. Funds may be used for strategies including: class size reduction, extended school year, summer school, after school classes, mentoring, tutoring, peer assistance, and any other use determined by the school district to assist students in receiving a year's worth of knowledge in a year's time. (See the Supplemental Academic Instruction Fact Sheet.)

**Discretionary Tax Equalization** - equalizes differences of local discretionary property taxes to \$50 per student.

**Minimum Guarantee Allocation** - ensures a minimum level of funding per student for each school district.

Total funds are comprised of state and local dollars. State funds are primarily generated from general revenue (sales tax revenue), while local funds are primarily generated from property tax revenue and are referred to as required local effort.

Required local effort is the amount of funds the district receives from levying the state certified local effort millage rates on the district's ad valorem property. All districts levy the same millage, which raises more or less dollars per student depending on the value of the local property. The percent provided from local sources ranges from 10% to 90% of the total.

The amount of required local effort that each district must provide to participate in the FEFP is subtracted from the total State & Local FEFP Dollars to determine state FEFP dollars. If a district has low property values, then the state funding, as a result of this subtraction, is greater. The converse is true if a district has high property values. The aforementioned subtraction step equalizes the funding per student.

4. What is Average Daily Attendance?

Currently, a student is considered in membership for funding purposes until withdrawn from public school or eleven days of consecutive absences. A student remains eligible for FTE membership if the student is in program membership for at

least one day during the survey period (one week in the fall semester and one week in the spring semester) and in attendance at least one day during the survey period or one of the six scheduled meetings preceding the survey period. The district receives funding for the full 180 days of attendance even though the student may have only been in attendance during the survey weeks. Student attendance can be measured by the use of an average daily attendance factor. The average daily attendance factor is computed by dividing the total daily attendance for all students by the total student membership and the number of days in the regular school year (180) by school and by district. This figure is then divided by the number of days in the regular school year. Beginning in the 2002-2003 school year, the school district's FTE membership will be adjusted by multiplying by the average daily attendance factor. By adjusting the FTE by the average daily attendance factor, funding for public schools can then be adjusted accordingly and will provide an incentive for districts to require improved student attendance. This data will not require any new data collection by the districts or the DOE since attendance data is currently collected by the district and reported and maintained by the DOE. Chapter 2000-181, L.O.F., creates the Task Force on Public 5. What is the Task Force School Funding to examine and make recommendations to the on Public School Funding? Governor and the Legislature on the funding of the public schools in Florida The task force consists of 17 members, 15 of whom are selected by the Governor, the President of the Senate, and the Speaker of the House of Representatives plus the Lieutenant Governor and the Commissioner of Education. The task force must submit final recommendations for changes to the public school funding formula by February 1, 2002. Chapter 2000-181, L.O.F., repeals the FEFP funding formula 6. How long will the FEFP be effective June 30, 2004. The Legislature will have three used in Florida? legislative sessions to review the task force findings and determine what, if any, changes should be made to the FEFP before, or in lieu of, the 2004 repeal.

7.	What are the applicable statutes and rules?	Section 236.081, F.S FEFP Formula Section 236.013, F.S Definitions Section 236.02, F.S District Requirements for the FEFP Section 236.024, F.S FEFP Legislative Intent Section 236.025, F.S ESE Revised Funding Model
8.	Where can I get additional information?	Request the Florida Department of Education's publication,  Funding for Florida School Districts, by contacting:  Florida Department of Education  Bureau of School Business Services  Office of Funding and Financial Reporting (850) 488-5142  www.firn.edu/doe/bin00042/home0042.htm  The Florida House of Representatives  Committee on Education Appropriations (850) 488-6204



## Dollars to the Classroom Act

Fact Sheet

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2.	What is the Dollars to the Classroom Act?  What data did the Legislature review when establishing the Dollars to the Classroom Act policy?	The Dollars to the Classroom Act (Act) provides for the Legislature to establish minimum district academic performance standards. Districts that do not meet minimum academic performance standards are required by the Legislature to increase the percentage of their total current operating funds spent for classroom instruction.  The Legislature established the Dollars to the Classroom Act policy after reviewing the following statistics from the National Center for Education Statistics (NCES):  Florida ranked near the top of all Southern States for funds appropriated per student.  Florida ranked at the bottom of all Southern States (and below the national average) for percentage of district's
		<ul> <li>expenditures to the classroom.</li> <li>When compared to Texas (a state of similar size and demographic makeup), Florida was below Texas on most levels of student performance and below Texas for percentage of dollars spent in the classroom.</li> <li>It was concluded that one way to improve student performance is to increase dollars spent in the classroom vs.</li> </ul>
3.	Why did the Legislature establish the Dollars to the Classroom Act policy?	dollars spent in administration.  The Legislature established the Dollars to the Classroom Act policy for several reasons:  • to uphold the Legislature's Constitutional duty to provide for a "high quality" system of education;  • to hold districts accountable for student performance;  • to continue to give freedom to districts that perform; and  • to incentivize low performing districts.
4.	How are district performance grades calculated?	District performance grades are determined by weighting individual school grades by each school's enrollment. A separate grade is calculated by district for each educational level: elementary, middle, and high school.
5.	What are the 2001-2002 performance standards set in the GAA?	The 2001-2002 General Appropriations Act established four district performance standards:  1) the state median elementary school grade,  2) the state median middle school grade,  3) the state median high school grade, or  4) the state average nonpromotion rate.

Every district that is below the state median in any level of school performance or above the state median nonpromotion rate, must increase the district's expenditures directly into the classroom. The amount of expenditure to the classroom a district must increase is one percent over the prior year for each area in which the district is deficient. For example, if a district is below the state median for elementary school performance and above the state median nonpromotion rate, the district must increase its expenditures to the classroom by two percent over the prior year. If a district performs better than the state standards set, nothing happens - they continue to have flexibility over their expenditure of funds. Based on preliminary 2000-2001 school grades, DOE 6. How many districts will be estimates that districts would be affected as follows: affected by this Act? Fifteen (15) school districts met or exceeded the district performance standard for elementary schools, middle schools, high schools and nonpromotion rate. These districts would be able to continue to spend their funds as they choose. Fifteen (15) districts did not meet performance standards in one area and would be required to shift an additional one percent of their total operating funds to the classroom. Twenty-four (24) districts did not meet performance standards in two areas and would be required to shift an additional two percent of their total operating funds to the classroom. Twelve (12) districts did not meet performance standards in three areas and would be required to shift an additional three percent of their total operating funds to the classroom. One (1) district did not meet performance standards in all four areas and is required to shift an additional four percent of its total operating funds to the classroom. Section 236.08102(3)(a), F.S., requires DOE to calculate each 7. What expenditures are districts total K-12 operating expenditures for K-12 programs considered "classroom (dollars to the classroom) as prescribed in the most recent expenditures?" issuance of the DOE's Financial and Program Cost Accounting and Reporting for Florida Schools publication. These expenditures include, but are not limited to the

}		following:
		classroom teacher salaries and benefits;
		classroom expenses;
		classroom supplies;
		teacher professional development; and
		education paraprofessional salaries and benefits.
8.	What else must a district do if it does not meet the established performance requirements?	Any district that does not meet any or all of the performance requirements must advertise (along with its general budget advertisement) that it has been required by the Legislature to increase classroom expenditures because the district performed below certain student performance levels.
	·	Districts must also prepare two reports. One report provides a proposed budget and activities to address improved student achievement and the second report provides the calculation which demonstrates whether or not the district has complied with the expenditure requirements.
9.	Is there a penalty to a district that does not follow the expenditure requirements of this Act?	There is not a penalty for districts that do not follow the expenditure requirements of this act. However, they must provide a statement adopted at a public meeting and signed by the superintendent and school board which indicates why they are noncompliant.
10.	What are the applicable statutes and rules?	Section 229.57(16), F.S District performance grades Section 236.08102(3), F.S Classroom expenditures definition Section 237.041, F.S District budget requirements Section 237.081, F.S District advertisement 2001-2002 GAA, S.A. 118
11	Where can I get	Department of Education
**.	additional information?	Office of Funding and Financial Reporting (850) 488-5142
		The Florida House of Representatives Committee on Education Appropriations (850) 488-6204
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694



## Equity in School-Level Funding Act

Fact Sheet

1.	Why did the Legislature create the Equity in School-Level Funding Act?	Prior to the creation of this legislation, the law did not require school boards to allocate funds to local schools in a specified manner. Therefore, the decision of how much money each school in the state received of the \$12 billion in public school funding was completely up to local school boards. Since elected officials have often seen that "schools are not funded equally," the 2000 Legislature created the Equity in School-Level Funding Act (Ch. 2000-181, L.O.F.) to ensure that schools within a district receive at least an equitable percentage of Florida Education Finance Program (FEFP) funds based upon their student population. (See the Florida Education Finance Program Fact Sheet.)
2.	What is the Equity in School-Level Funding Act?	Section 236.08103, F.S., requires each school district to allocate <u>FEFP</u> , <u>lottery</u> and <u>discretionary local revenue</u> to schools based on each school's share of the revenue earned. The effect of this change will be to cause school districts to treat all schools equitably in the allocation of FEFP funds.
3.	When and how is the program to be implemented?	The Equity in School-Level Funding Act is to be phased in over a four-year period beginning with the 2000-2001 school year. School boards must provide each school within the district at least a certain percentage of the funds generated by that school based upon the FEFP. These percentages are set as follows:    School Year   Percentage
4.	Is there an incentive in the Equity in School-Level Funding Act for principals to save funds at the school level?	Yes. Prior to the Equity in School-Level Funding Act, any funds that an innovative principal saved during a particular school year could be taken back at the end of the school year by the district. There was no financial incentive for principals to be extra efficient or creative. The Equity in School-Level Funding Act provides an incentive by specifying that all funds allocated to a school pursuant to the Act that are unused at the end of the fiscal year do not revert to the district. Instead these funds may be used for any purpose provided by law at the discretion of the school principal.

5.	Does this law encompass ALL state and local funds for education?	No. Large amounts of money are left to be allocated to schools at the discretion of the local school boards, such as: technology funds, construction funds, two-mill money, Supplemental Academic Instruction (SAI) funds, instructional materials funds, and transportation categorical funds. (See the Education Facilities Resources Fact Sheet, the Two Mill Money Fact Sheet, the Supplemental Academic Instruction Fact Sheet, and the Student Transportation Fact Sheet.)
6.	Are there any exceptions to who must participate in the Equity in School-Level Funding Act?	Yes. Districts that initially applied for charter district status pursuant to s. 228.058, F.S., and have been approved by the State Board of Education are exempt from the provisions of this act.
7.	What are the applicable statutes and rules?	Section 236.08103, F.S Equity in School-Level Funding Act
8.	Where can I get additional information?	Florida Department of Education Office of Funding and Financial Reporting (850) 488-5142 www.firn.edu/doe
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694
		The Florida House of Representatives Committee on Education Appropriations (850) 488-6204



## Supplemental Academic Instruction



		September 2001
1.	What is the Supplemental Academic Instruction fund?	In the 1999 Legislative Session, the Legislature created the fund as part of the A+ Education Plan (Ch. 99-398, L.O.F.). This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. The instruction can be provided in any manner and at any time during or beyond the 180 day regular school year.
		In the 2000 Legislative Session, the categorical was folded into the Florida Education Finance Program as a separate allocation; however, the fund is no longer considered a categorical. The flexible uses for the funds still remain.
		In the 2001-2002 General Appropriations Act, the Legislature appropriated \$676.7 million for supplemental academic instruction (Specific Appropriation 118).
2.	Why was the fund initially created?	The fund was created for two main reasons: 1) to address the school districts' requests for more flexibility, and 2) to provide additional resources to districts to help students gain at least a year's worth of knowledge for each year in school. Prior to the creation of the Supplemental Academic Instruction (SAI) fund, districts were given resources for summer school and supplemental instruction with much more tightly controlled and restrictive funds.
3.	For what purposes can SAI funds be used?	School districts have great flexibility with the use of the SAI funds. Districts may use the funds to provide supplemental instruction to any student in any manner at any time during or beyond the school year.
		Supplemental instruction strategies may include, but are not limited to:  • modified curriculum  • reading instruction  • after-school instruction  • tutoring  • mentoring  • class size reduction  • extension of the school year  • intensive skills development in summer school  • other methods

		And the state of t
4.	Has summer school funding been eliminated?	No. SAI funds may still be used to provide summer school education. A district has complete discretion to use its own allocation of SAI funds in any manner and at any time that it believes will best provide supplemental instruction for the district's students. District A may choose to dedicate its entire allocation to after-school programs and Saturday morning classes, while District B may choose to dedicate its entire allocation to continue to provide summer school in the same fashion as it had traditionally.
5.	Are districts required to use the funds solely for remediation?	No. A district is not required to use the SAI funds solely for remediation. A district has complete discretion to use the funds in any manner and at any time that it believes will best provide supplemental instruction for the district's students.  In s. 230.23(16)(c), F.S., the Legislature does encourage school boards to prioritize the use of the SAI funds to improve student performance in schools graded "D" or "F." However, this Legislative encouragement in no way restricts the local school board's determination of the use of the funds.
6.	What funding sources were initially used to create the fund?	In 1999, there were three funding sources that were combined to become a portion of the SAI Fund. These funds were: the K-8 summer school categorical, 9-12 FTE funds for summer school, and the weighted portion of dropout prevention funds.
7.	What are the applicable statutes and rules?	Section 236.08104, F.S Supplemental Academic Instruction
8.	Where can I get additional information?	The Florida House of Representatives Committee on Education Appropriations (850) 488-6204  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives Committee on Education Innovation
		(850) 488-7451

### SMART Schools Act of 1997

Fact Sheet

September 2001

1. What led to the 1997 Special Session on Educational Facilities? Prior to 1995, the Department of Education (DOE) housed the Office of Educational Facilities (office). This office was responsible for oversight of the site planning and placement of schools, the Florida Inventory of School Houses (FISH) database, and capital need surveys of school construction across the State. This office was eliminated during the 1995 Legislative Session an attempt to give more local control to districts in their school construction programs.

A few months prior to eliminating this office, the House formed a Select Committee on Educational Facilities. This committee had two purposes. The first purpose was to do a sunset review of chapter 235, F.S., and the second was to "determine whether increased funding for Florida's educational facilities was necessary and the manner by which such funding should be accomplished." The select committee completed its two-year long research and reported to the House on August 29, 1996: "The committee accomplished the first purpose but not the second, showing no willingness to change an existing revenue source, create a new revenue source or shift any existing revenue to educational facilities."

Less than six months after the select committee's report was issued and the select committee disbanded, the issue of school overcrowding resurfaced. The Legislature, having concluded that the 1995 attempt to give districts control of their school construction programs had led to crisis, responded to the school overcrowding crisis by enacting Ch. 97-384, L.O.F., which required specific cost/square foot and minimum space requirements on new school construction. In addition, districts were required to limit their use of local millage to specific capital expenditures. Chapter 99-384, L.O.F., immediately became a source of great tension between the districts and the Legislature.

In November 1997, the Governor called the Legislature into special session to again deal with the issue of school overcrowding. During this session, Ch. 97-384, L.O.F., the "SMART Schools Act" was passed.

# 2. What is the SMART Schools Act?

The "SMART Schools Act" (Soundly-Made, Accountable, Reasonable and Thrifty Schools Act) was the Legislature's long-term solution to school overcrowding. This act was based on four basic principles:

- 1) provide *immediate assistance* to the school districts;
- 2) maintain functional, frugal school construction standards;
- 3) be a balanced plan with respect to all 67 school districts; and
- 4) raise no new taxes.

To accomplish a long-term solution and obey the principles established, the Legislature included seven components to the SMART Schools Plan:

- 1) Classrooms First Funding
- 2) SIT Program
- 3) Effort Index Grant Fund
- 4) SMART Schools Clearinghouse
- 5) Small County Assistance
- 6) 5-year Capital Plans
- 7) Frugal Schools Program

#### 3. What is Classrooms First?

Classrooms First Funding is a \$2 billion lottery bonding program. The Legislature made a 20 year pledge of approximately \$180 million a year toward school construction. Depending on their new school needs, districts may choose to receive their funding as bond proceeds or cash. All 67 school districts receive a portion of these funds based on a modified Public Education Capital Outlay (PECO) distribution.

As the name indicates, districts must build "Classrooms First." After a school district has met its need for new classroom space, these funds may be used for major repair or maintenance or the replacement of unsatisfactory relocatables. These funds are *not* to be used to purchase more relocatables. This component of the SMART Schools Plan provided immediate funding assistance to the school districts.

# 4. What is the SIT program?

The SIT (School Infrastructure Thrift) Program is an incentive fund created to encourage functional, frugal school construction. A school district can receive a SIT award in one of two ways: 1) they can receive an award for "savings realized through functional, frugal construction" or 2) "savings realized through the operation of charter schools in non-school-district facilities." These awards are 50 percent of the savings on the statutorily defined cost-per-student station.

for the operation of charter schools in non-school-district facilities after the 1999-2000 school year. This change was implemented for 2 main reasons: 1) the charter school SIT award was growing so rapidly that the funds available to incentivize functional, frugal school construction would be depleted before the Classrooms First construction was completed, and 2) charter schools were attempting to claim a portion of the school districts' SIT funds for their own capital needs while also receiving other capital funds.

amended to end the SIT award that school districts receive

In the 1999 Legislative Session, the SIT Program was

### 5. What are Effort Index Grants?

The Effort Index Grant (EIG) Fund was originally a \$400 million, long-term incentive program designed to provide select districts with funding for new construction only if these districts still had a need for new student stations after a certain level of local effort was met.

The EIG program was amended in the 1999 Legislative Session to do the following:

- 1) EIG funds were allocated to 4 districts identified by the SMART Schools Clearinghouse as being eligible for the original Effort Index Grant Program. Clay County was allocated \$7,442,890, Dade County was allocated \$62,755,920, Hendry County was allocated \$1,628,590, and Madison County was allocated \$414,950;
- 2) \$100 million from the EIG fund was transferred to the SIT program; and
- 3) The remaining \$227.8 million of effort index grant funds was distributed based on the 1997 Classrooms First distribution formula to districts which either (1) received, between July 1, 1995 and June 30, 1999, direct proceeds from the one cent sales surtax for public school capital outlay or any portion of the local government infrastructure sales surtax; or (2) met any two of the following criteria:
  - a) levy the full 2 mills of nonvoted discretionary capital outlay during 1995 1999;
  - b) levy a cumulative voted millage equal to 2.5 mills for fiscal years 1995 1999;
  - c) receive proceeds of school impact fees greater than \$500 per dwelling unit which were in effect on July 1, 1998; or
  - d) receive direct proceeds from either the one cent sales tax for school capital outlay or any portion of the local government infrastructure sales surtax.

		Districts may use these EIG funds for construction, renovation, repair, maintenance, or payment of debt service for said activities.
6.	What is the SMART Schools Clearinghouse?	The SMART Schools Clearinghouse Board is comprised of five members appointed by the Governor, Speaker of the House of Representatives, and President of the Senate. The Clearinghouse is responsible for making recommendations for SIT Program awards. The Clearinghouse recommends frugal construction standards and reviews school districts' performance in meeting established design and construction standards in the 5-year work plans.
		Prior to the 1999 Legislative Session, the SMART Schools Clearinghouse also made recommendations for the distribution of Effort Index Grant funds.
		Chapter 2001-170, L.O.F., eliminates the SMART Schools Clearinghouse Board and moves the Clearinghouse back to the Department of Education's new Office of Educational Facilities and SMART Schools Clearinghouse. This move was in response to the good work already completed by the Clearinghouse board and as part of a consolidation in the education governance structure. (See the Education Governance Fact Sheet.)
7.	What is the Small County Assistance Program?	The Small County Assistance Program was another portion of the SMART Schools Act of 1997 that provides immediate assistance in funding school construction. This program provided a one time \$50 million appropriation from bond proceeds for construction, repair, renovation or remodeling in small, rural districts. Districts received grants in a manner similar to the Special Facilities Construction Account.
8.	What is a five-year district facilities' work plan?	Each school district must annually prepare a five-year district facilities' work plan. The program must provide for public hearings and input. The program will reflect the estimated revenues, needs, a schedule of all capital outlay projects, and major repair and renovation projects and project costs. (Prior to the SMART School Act, districts had only a one-year capital plan.)
9.	What is the Frugal Schools Program?	The Frugal Schools Program was created to publicly recognize school districts that implement "best financial management practices" when planning, constructing and operating educational facilities. Districts who qualify under s. 235.2197, F.S., may receive a "Seal of Best Financial Management." This program will help restore public confidence in local school

	boards and their construction programs.
10. What other goals are in the SMART Schools Act?	<ul> <li>While the SMART Schools Act created or modified all the above-mentioned programs, it also did the following with respect to school facilities:</li> <li>set as a goal that by July 1, 2003, all relocatables over 20 years of age shall be removed and relocatables at overcrowded schools are to be decreased by half;</li> <li>established relocatable standards; and</li> <li>established functional, frugal costs per student station.</li> <li>The Commissioner of Education must also establish construction standards for long-term relocatables (those used as classrooms for a period of 4+ years in the same location) by</li> </ul>
	July 1, 2000. This replacement date was amended in the 2001 session to require the replacement of relocatables that did
11. What is the total amount of SIT, Classroom First, and Effort Index Grant awards provided to date?	not meet the new relocatable standards by July 1, 2002.  As of June 2001, SIT awards totaling \$109.4 million have been distributed to school districts for functional, frugal school construction. As of March 2001, \$1.8 billion in Classrooms First awards has been encumbered for specific school projects.
	In addition, as of March 2001, \$184.9 million of the \$300 million in Effort Index Grants has been encumbered for school projects.
12. What has been the impact of this legislation?	Since the passage of the Smart Schools Act in the 1997 Special Session, districts have been incentivized to build functional, frugal schools as evidenced by the awards given in the SIT Program. The State's increased role in the construction of local schools has made Florida, except for Hawaii and Alaska, one of the largest state contributors to local school construction.
13. What are the applicable statutes and rules?	Section 235.187, F.S Classrooms First Program Section 235.2155, F.S SIT Program Section 235.216, F.S SIT Program Section 235.186, F.S Effort Index Grants Section 235.271, F.S SMART Schools Clearinghouse Section 235.185, F.S Five year capital plan Section 235.218, F.S Five year capital plan Section 235.2197, F.S Frugal Schools Program Section 235.061, F.S Standards for relocatable Section 235.062, F.S Goal to reduce relocatables Section 235.435(6)(b), F.S Cost per student station

## 14. Where can I get additional information?

See the following fact sheets:

Educational Facilities Fact Sheet

Small Schools/School-Within-a-School Fact Sheet

Florida Department of Education
Office of Educational Facilities
(850) 487-1130
<a href="https://www.firn.edu/doe">www.firn.edu/doe</a> (look up facilities information/lottery bond programs)

SMART Schools Clearinghouse (850) 921-8699 or SC 291-8699 http://smartschools.state.fl.us

The Florida House of Representatives Council for Lifelong Learning (850) 414-6694 or SC 994-6694



# Educational Facilities Resources (K-12)

Fact Sheet

1.	What role does the state play in the provision of K-12 educational facilities?	Traditionally, the construction of new public school facilities or the expansion of existing facilities has been a local school board responsibility, with the state contributing approximately 20 percent of the funds for school construction. However, beginning with the 1997 Special Session on School Construction, the Florida Legislature increased the state's contribution through the provision of almost \$3 billion in additional funds. (See the SMART Schools Act of 1997 Fact Sheet.)
2.	What types of capital outlay funds are available to school districts?	School districts derive capital outlay funds from several sources, including:  Public Education Capital Outlay and Debt Service Trust Fund (PECO);  Capital Outlay and Debt Service Fund (CO&DS);  Special Facility Construction Account;  Classrooms First Lottery Bond Program;  Effort Index Grant Program;  School Infrastructure Thrift (SIT) Program;  two mill money (nonvoted);  voted millage;  School Capital Outlay Tax - "½ cent sales surtax" (voted);  local government infrastructure tax (voted);  bond referendum (voted);  impact fees; and  other private sources.
3.	How much revenue have school districts received from various sources since the 1997 Special Session?	As of August 2001, school districts have received more than \$8.5 billion in revenue from PECO, CO&DS, Classrooms First Program, Effort Index Grants, impact fees, nonobligated two mill money, sales tax revenue, and voted millage since the 1997 Special Session on School Construction.  This amount does not include SIT awards, revenue from certificates of participation, or private sources.
4.	What is PECO?	PECO is a state program that provides funds to school districts from revenue derived from the gross receipts tax - a tax collected from the sale of utility services.  PECO funds are appropriated for the maintenance, repair, and renovation of existing public school facilities and for the construction of new public school facilities.

		In the 2001-2002 GAA, districts received \$145.9 million as PECO maintenance funds and \$203.5 million as PECO new construction funds. (See the PECO Fact Sheet for more information on distribution formulas.)  The Conital Outles and Daht Samine (COLDS) is another major.
5.	What is the Capital Outlay and Debt Service Fund?	The Capital Outlay and Debt Service (CO&DS) is another major state source of capital outlay revenue available to local school districts. This revenue is derived from the first sale of motor vehicle license tags.
		CO&DS funds are provided to school districts in two ways: (1) as net bond proceeds, or (2) as direct cash payments.
		Districts may choose to receive their CO&DS funds by either method; however, they must bond their CO&DS funds if they wish to receive revenue from the Classrooms First Program.
		In the 2001-2002 fiscal year, the Legislature appropriated approximately \$81.5 million to school districts as net bond proceeds and \$12.2 million as direct cash payments. (See the CO&DS Fact Sheet.)
6.	What is the Special Facility Construction Account?	The Special Facility Construction Account is funded with PECO dollars and provides construction funds to school districts that have urgent construction needs but lack sufficient resources and cannot reasonably anticipate sufficient resources within three years in order to fund these construction needs.
		Typically, small, rural school districts are the only ones that qualify for this Account because their property tax values are too low to fund a single, new construction project. (See the Special Facility Construction Account Fact Sheet.)
7.	What is the Classrooms First Lottery Bond Program?	As part of the SMART Schools Act of 1997, the Legislature established a 20-year lottery-bonding program (Classrooms First) designed to provide more than \$2 billion in bonded lottery funds to school districts for the construction of classrooms.
		All 67 school districts receive a portion of these funds based upon a modified PECO distribution formula.
		As the name indicates, school districts must build classrooms first. After a school district has met its need for new classroom space, these funds may be used for major repairs or maintenance of existing facilities or the replacement of unsatisfactory relocatables. These funds are not to be used to purchase more relocatables. (See the SMART Schools Act

		of 1997 Fact Sheet or Classrooms First Program Fact Sheet.)
8.	What is the Effort Index Grant Program?	The Effort Index Grant (EIG) Fund is a \$300 million program designed to provide <i>select</i> districts with funding for <i>new construction only</i> after a certain level of <i>local effort</i> is met.
		Districts may use these EIG funds for construction, renovation, repair, maintenance, or payment of debt service for said activities.
		As of March 2001, \$184.9 million of the \$300 million in Effort Index Grants has been encumbered for school projects. (See the SMART Schools Act of 1997 Fact Sheet.)
9.	What is the School Infrastructure Thrift (SIT) Program?	The SIT (School Infrastructure Thrift) Program is an incentive fund created to encourage functional, frugal school construction. A school district can receive a SIT award for savings realized through functional, frugal construction. These awards are 50 percent of the savings on the statutorily defined cost-per-student station.
		As of June 2001, SIT awards totaling \$109.4 million have been distributed to school districts for functional, frugal school construction. (See the SMART Schools Act of 1997 Fact Sheet.)
10.	What is "two mill" money?	"Two mill" money is a statutorily authorized levy of ad valorem property tax that districts may levy without voter approval.
		Districts may bond up to 75 percent of their two mill money to purchase certificates of participation (COPS) - a type of construction debt instrument used for school construction.
		In the 2000-2001 fiscal year, the statewide levy of two mill money provided \$1.36 billion in local capital outlay revenues to school districts. The amount of funds would have been higher had all districts levied their full two mills authorized by the Legislature. (See the Two Mill Money Fact Sheet.)
11.	What is voted millage?	Section 236.31, F.S., provides for district millage elections.  Voted millage is voter-approved millage levied on taxable property by school boards above and beyond the non-voted two-mill money. The millage must only be levied for a maximum period of two years.
		According to the SMART Schools Clearinghouse, no school districts currently levy voted millage.

12. What is the ½ cent sales surtax?	Section 212.055(6), F.S., provides for the School Capital Outlay Surtax - more commonly known as the $\frac{1}{2}$ cent sales tax. This tax may be levied by a school board after a favorable vote of the electorate through a local referendum and may not exceed .5 percent.  In the 2000-2001 fiscal year, seven districts (Bay, Monroe, Jackson, Gulf, Santa Rosa, Escambia, & Hernando) levied $\frac{1}{2}$
	cent sales taxes that generated \$71.5 million in revenue.  (See the School Capital Outlay Surtax Fact Sheet.)
13. What is the local government infrastructure tax?	Section 212.055(2), F.S., provides for the Local Government Infrastructure Surtax. The governing authority in each county may levy this .5 percent or 1 percent tax after a favorable vote of the electorate through a local referendum.
	Section 212.055(2)(c), F.S., provides that school districts with the consent of the county governing authority may participate in the tax.
	In the 2000-2001 fiscal year, five counties (Hillsborough, Pinellas, Clay, Osceola, & Sarasota) levied a local government infrastructure surtax that provided \$36.9 million in revenue to local school districts. (See the Local Government Infrastructure Surtax Fact Sheet.)
14. What is a bond referendum?	A bond referendum is a school district election that allows the voters to decide whether or not the school district should issue bonds for the purpose of generating school capital outlay funds.
	Since the 1985-1986 fiscal year, 19 school districts have approved local bond referendums in order to fund school district capital outlay needs.
	Statewide, the bonds issued by school boards for school construction have generated or will generate over the life of the bonds \$2.68 billion. (See the Bond Referendum Fact Sheet.)
15. What are school impact fees?	School impact fees are fees levied on residential development to provide revenue to offset the "impact" of that development on educational facilities needs.
	Only 15 school districts receive revenues from the collection of impact fees that are assessed by their respective counties.

During the 1999-2000 fiscal year, the collection of impact fees generated an aggregate amount of \$81.9 million for the purpose of school construction. (See the School Impact Fees Fact Sheet.)	
Section 9(a)(2), Art. XII of the State Constitution PECO Section 9(d), Art. XII of the State Constitution CO&DS Section 235.42, F.S Allocation of PECO Funds Section 235.435(1), F.S PECO (maintenance, repair, renovation)  Section 235.435(2)(a), F.S Special Facility Construction Account  Section 24.1219(2), F.S Allocation for Classrooms First Section 235.187, F.S Classrooms First Program Section 236.25(2), F.S Two Mill Money Sections 236.31 & 236.32, F.S Voted Millage Section 212.055(6), F.S School Capital Outlay Surtax Sections 236.35-236.68, F.S School District Bonds	
Florida Department of Education Office of Educational Facilities (850) 487-1130 www.firn.edu/doe  SMART Schools Clearinghouse (850) 921-8699 http://smartschools.state.fl.us  The Florida House of Representatives Fiscal Responsibility Council (850) 488-6204  The Florida House of Representatives Committee on Education Appropriations (850) 488-6204  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives Committee on Education Innovation	



# Public Education Capital Outlay (PECO)



September 2001

1.	What is the Public
	Education Capital
	Outlay and Debt
	Service Trust Fund
	(PECO)?

PECO is a state program that provides funds to school districts from revenue derived from a tax collected on the gross receipts from the sale of utility services.

 How are PECO maintenance dollars distributed to school

districts?

There are two types of PECO funds for school districts: (1) PECO maintenance dollars and (2) PECO new construction dollars.

PECO maintenance dollars are distributed to school districts by a formula that is based upon the square footage and age of "satisfactory" school facilities within the district.

School districts can declare facilities "unsatisfactory;" however, when this is done, these facilities are not used in the calculation for PECO maintenance dollars.

The table below illustrates district PECO funding for the maintenance, repair, and renovation of existing public school facilities for the last three fiscal years.

School			
District	1999-2000	2000-2001	2001-2002
Alachua	\$1,243,562	\$2,791,955	\$2,572,732
Baker	\$74,433	\$350,465	\$328,974
Bay	\$47,163	\$1,836,315	\$1,675,307
Bradford	\$19,008	\$455,233	\$411,963
Brevard	\$2,782,979	\$5,372,377	\$4,580,294
Broward	\$6,765,737	\$13,725,727	\$12,727,819
Calhoun	\$37,234	\$287,587	\$249,137
Charlotte	\$81,846	\$1,066,650	\$963,327
Citrus	\$30,494	\$1,087,023	\$988,839
Clay	\$95,213	\$2,031,364	\$1,909,202
Collier	\$47,603	\$1,605,544	\$1,503,289
Columbia	\$77,140	\$958,680	\$886,309
Dade	\$9,668,755	\$19,236,842	\$17,419,930
DeSoto	\$196,165	\$396,571	\$361,180
Dixie	\$101,356	\$217,444	\$189,289
Duval	\$5,168,490	\$10,144,518	\$9,212,698
Escambia	\$1,978,428	\$3,923,130	\$3,552,990
Flagler	\$159,128	\$343,165	\$339,525
Franklin	\$106,721	\$223,401	\$192,201
Gadsden	\$388,494	\$823,485	\$758,727

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Gilchrist	\$53,262	\$108,966	\$100,031
Glades	\$69,864	\$148,443	\$127,973
Gulf	\$167,173	\$349,113	\$292,057
Hamilton	\$189,502	\$395,735	\$339,673
Hardee	\$242,600	\$513,362	\$464,309
Hendry	\$215,865	\$444,171	\$408,573
Hernando	\$429,351	\$898,614	\$822,475
Highlands	\$441,433	\$873,448	\$789,588
Hillsborough	\$5,366,170	\$11,140,285	\$10,242,604
Holmes	\$145,138	\$296,625	\$273,214
Indian River	\$611,943	\$1,239,995	\$1,131,545
Jackson	\$410,981	\$853,043	\$756,136
Jefferson	\$128,394	\$258,162	\$231,460
Lafayette	\$39,338	\$83,435	\$74,405
Lake	\$1,115,425	\$2,270,826	\$2,050,006
Lee	\$1,492,978	\$3,310,144	\$3,184,726
Leon	\$1,310,880	\$2,685,909	\$2,443,765
Levy	\$283,157	\$600,728	\$532,090
Liberty	\$61,876	\$148,058	\$132,600
Madison	\$151,827	\$389,836	\$320,836
Manatee	\$1,048,037	\$2,195,276	\$2,021,850
Marion	\$1,171,774	\$2,406,569	\$2,189,626
Martin	\$557,004	\$1,144,738	\$1,031,563
Monroe	\$604,380	\$1,239,320	\$1,090,440
Nassau	\$337,696	\$685,155	\$629,202
Okaloosa	\$1,152,479	\$2,295,871	\$2,079,712
Okeechobee	\$262,546	\$562,674	\$501,362
Orange	\$4,910,027	\$10,096,733	\$9,362,085
Osceola	\$614,233	\$1,279,963	\$1,213,789
Palm Beach	\$3,904,115	\$7,940,257	\$7,412,011
Pasco	\$1,342,481	\$2,825,315	\$2,536,877
Pinellas	\$4,619,332	\$9,472,413	\$8,339,235
Polk	\$3,439,738	\$7,003,903	\$6,328,631
Putnam	\$572,218	\$1,165,369	\$1,070,613
St. Johns	\$569,519	\$1,176,353	\$1,054,231
St. Lucie	\$718,174	\$1,508,609	\$1,354,896
Santa Rosa		\$1,364,519	\$1,237,178
	\$662,267	<del></del>	
Sarasota	\$1,322,349	\$2,710,774	\$2,462,075
Seminole	\$1,378,063	\$2,882,089	\$2,304,973
Sumter	\$251,439	\$505,853	\$463,387
Suwannee	\$259,100	\$549,244	\$477,549
Taylor	\$188,990	\$382,611	\$325,003
Union	\$105,930	\$220,120	\$200,297
Volusia	\$1,815,664	\$3,689,723	\$3,414,059
Wakulla	\$132,185	\$275,373	\$256,925
Walton	\$196,573	\$411,179	\$370,456
Washington	\$202,126	\$379,575	\$372,112
TOTALS	<b>\$78,535,545</b>	\$160,255,952	\$145,641,935

3. What is the recent funding history of PECO monies for the maintenance, repair, and renovation of existing public school facilities?

Since the 1999-2000 fiscal year, the Legislature has increased PECO funding for the maintenance, repair, and renovation of existing public school facilities by <u>86 percent</u>. The table below illustrates statewide funding for the last three fiscal years.

1999-2000	2000-2001	2001-2002
\$78.5 million	\$160.3 million	\$145.6 million*

\*The 2001-2002 appropriation includes an additional \$27.7 million for the maintenance, repair, and renovation of existing charter school facilities.

4. How are PECO new construction dollars distributed to school districts?

PECO new construction dollars are distributed to school districts by a two-piece formula.

Forty percent of PECO new construction dollars are distributed based upon the average student population in the district over the last three years.

Sixty percent of PECO new construction dollars are distributed based upon the district's growth over the last three years. District growth is calculated as the difference between the current year rate and the highest rate during the last three years.

The table below illustrates district PECO funding for the construction of new public school facilities for the last four fiscal years.

School				
District	98-99	99-00	00-01	01-02
Alachua	\$913,692	\$1,248,275	\$778,295	\$1,499,604
Baker	\$103,346	\$137,080	\$107,352	\$175,095
Bay	\$772,146	\$827,010	\$596,059	\$1,190,982
Bradford	\$106,860	\$221,552	\$141,552	\$277,740
Brevard	\$2,423,928	\$4,336,544	\$2,998,253	\$3,939,402
Broward	\$11,041,097	\$20,622,774	\$18,687,908	\$34,558,017
Calhoun	\$55,766	\$89,097	\$52,476	\$85,964
Charlotte	\$675,674	\$1,170,229	\$1,493,620	\$1,308,106
Citrus	\$562,340	\$691,362	\$761,258	\$1,200,111
Clay	\$1,381,100	\$2,430,758	\$1,006,008	\$1,852,758
Collier	\$1,867,589	\$4,736,431	\$2,871,130	\$4,708,037
Columbia	\$422,491	\$507,857	\$287,855	\$420,972
Dade	\$12,681,184	\$20,445,302	\$17,272,947	\$27,017,107
De5oto	\$130,467	\$154,488	\$110,092	\$246,749
Dixie	\$158,960	\$105,878	\$51,578	\$127,055
Duval	\$3,620,848	\$4,283,420	\$3,136,162	\$4,566,685
Escambia	\$1,035,489	\$1,638,056	\$1,639,390	\$1,838,873
Flagler	\$387,732	\$671,763	\$336,930	\$1,040,007
Franklin	\$41,474	\$49,288	\$35,138	\$51,797

Gadsden	\$180,280	\$238,997	\$176,238	\$272,316
Gilchrist	\$62,142	\$218,919	\$120,840	\$100,087
Glades	\$25,160	\$36,580	\$56,793	\$38,125
Gulf	\$123,655	\$111,123	\$84,231	\$110,042
Hamilton	\$41,862	·\$69,488	\$50,998	\$77,929
Hardee	\$138,213	\$158,868	\$122,726	\$187,156
Hendry	\$147,012	\$338,038	\$217,233	\$526,651
Hernando	\$613,826	\$1,192,949	\$807,847	\$1,437,150
Highlands	\$256,921	\$460,862	\$268,040	\$573,452
Hillsborough	\$8,356,155	\$10,970,178	\$12,046,330	\$14,073,367
Holmes	\$105,246	\$112,066	\$85,674	\$132,543
Indian River	\$813,552	\$771,892	\$492,239	\$647,588
Jackson	\$156,556	\$248,315	\$186,866	\$283,599
Jefferson	\$40,789	\$65,843	\$49,547	\$72,772
Lafayette	\$41,097	\$32,063	\$40,015	\$95,346
Lake	\$1,648,481	\$2,735,432	\$1,524,367	\$2,012,112
		\$3,911,900	\$3,236,996	\$6,104,721
Lee	\$2,646,061			
Leon	\$898,525	\$1,320,447	\$744,699	\$1,723,856 \$209,552
Levy	\$339,804	\$555,250	\$192,377	
Liberty	\$74,197	\$35,282	\$26,858	\$43,436
Madison	\$135,489	\$156,015	\$74,702	\$116,345
Manatee	\$1,463,413	\$2,110,518	\$1,887,094	\$4,488,868
Marion	\$1,396,466	\$2,164,077	\$1,968,019	\$3,801,532
Martin	\$951,143	\$1,202,615	\$794,205	\$1,088,042
Monroe	\$309,969	\$284,302	\$210,913	\$390,267
Nassau	\$389,502	\$381,923	\$229,314	\$586,002
Okaloosa	\$736,059	\$1,140,942	\$760,704	\$1,207,886
Okeechobee	\$207,415	\$446,609	\$165,950	\$374,812
Orange	\$4,519,455	\$17,130,060	\$12,414,877	\$16,180,665
Osceola	\$2,297,631	\$3,978,006	\$2,834,396	\$3,630,232
Palm Beach	\$8,161,959	\$13,503,012	\$8,391,546	\$17,572,818
Pasco	\$2,557,410	\$4,614,812	\$3,318,186	\$5,336,062
Pinellas	\$4,912,801	\$6,659,097	\$5,993,765	\$7,818,860
Polk	\$2,510,600	\$4,681,728	\$2,989,095	\$4,640,566
Putnam	\$232,209	\$682,301	\$294,331	\$473,648
St. Johns	\$1,766,349	\$2,426,645	\$1,189,809	\$2,890,195
St. Lucie	\$1,377,769	\$2,185,885	\$1,310,816	\$1,659,977
Santa Rosa	\$1,407,669	\$1,602,492	\$1,092,512	\$1,275,864
Sarasota	\$1,758,377	\$2,799,200	\$2,981,712	\$2,837,308
Seminole	\$2,403,576	\$4,972,804	\$3,047,225	\$5,008,785
Sumter	\$186,001	\$187,935	\$131,210	\$298,920
Suwannee	\$197,172	\$173,893	\$197,384	\$211,715
Taylor	\$112,613	\$286,980	\$90,629	\$213,615
Union	\$71,922	\$132,241	\$50,768	\$79,713
Volusia	\$2,748,968	\$3,219,372	\$2,384,191	\$3,664,023
Wakulla	\$402,573	\$242,299	\$96,026	\$322,152
Walton	\$403,333	\$257,021	\$180,511	\$296,871
Washington	\$143,544	\$269,026	\$265,065	\$171,959
TOTALS	\$98,853,104	\$165,843,466	\$128,239,872	\$201,464,563

5.	What is the recent funding history of PECO monies for the construction of new	Since the 1998-1999 fiscal year, the Legislature has increased PECO funding for the construction of new public school facilities by 104 percent. The table below illustrates funding for the last four fiscal years.					
	public school	1998-1999	1999-2000	2000-2001	2001-2002		
	facilities?	\$98.9 million	\$165.8 million	\$128.2 million	\$201.5 million		
6.	What are the applicable statutes and rules?	Section 9(a)(2), Art. XII of the State Constitution PECO Section 235.42, F.S Allocation of PECO Funds Section 235.435(1), F.S PECO (maintenance, repair, renovation)					
7.	Where can I get additional information?	Florida Departn Office of Educa (850) 487-1130 www.firn.edu/da  SMART Schools (850) 921-8699 http://smartscl  The Florida Hou Committee on E (850) 488-6204  The Florida Hou Council for Life (850) 414-6694  The Florida Hou Committee on E	tional Facilities  Clearinghouse  nools.state.fl.us  Ise of Represent ducation Approp  Ise of Represent long Learning  Ise of Represent	tatives priations tatives tatives			



# Capital Outlay & Debt Service Funds (CO&DS)

Fact Sheet

					September 2001		
1.	What is the Capital Outlay and Debt Service Fund (CO&DS)?	CO&DS is another major state source of capital outlay revenue available to local school districts. This revenue is derived from the first sale of motor vehicle license tags.  CO&DS funds are provided to school districts in two ways: (1)					
		as net bond proceeds, or (2) as direct cash payments.					
		Districts may choose to receive their CO&DS funds by either method; however, they must bond their CO&DS funds if they wish to receive revenue from the Classrooms First Program.					
2.	What is the recent school district funding history of CO&DS monies derived from net bond proceeds?	During the 2001-2002 fiscal year, the SMART Schools Clearinghouse estimates that \$81.5 million in CO&DS funds derived from net bond proceeds will solely finance school district construction needs. The table below illustrates school district funding for the last four fiscal years.					
		1998-1999 1999-2000 2000-2001 2001-2002					
i I		\$70.1 million \$75.9 million \$81.5 million \$81.5 mil					
		*The 2001-2003	2 amount is an e	stimate and doe	s not reflect		
3.	What is the recent funding history of CO&DS monies provided to school districts as direct cash payments?	During the 2001-2002 fiscal year, the SMART Schools Clearinghouse estimates that \$12.2 million in CO&DS funds in the form of direct cash payments to school districts will solely finance their school construction needs. The table below illustrates school district funding for the last four fiscal years.					
		1998-1999	1999-2000	2000-2001	2001-2002		
		\$21.0 million	\$16.2 million	\$12.2 million	\$12.2 million*		
		*The 2001-2002 amount is an estimate and does not reflect actual funding.					
4.	For what purposes can	According to Se					
	CO&DS monies be used?	CO&DS funds m remodel, improv		•			
		remodel, improve, enlarge, furnish, equip, maintain, renovate, or repair school district capital outlay projects.					

5.	What are the applicable statutes and rules?	Section 9(d), Art. XII of the State Constitution CO&DS
6.	Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 487-1130 www.firn.edu/doe
		SMART Schools Clearinghouse (850) 921-8699 http://smartschools.state.fl.us
		The Florida House of Representatives Committee on Education Appropriations (850) 488-6204
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694
		The Florida House of Representatives Committee on Education Innovation (850) 488-7451



### Classrooms First Program

Fact Sheet

1.	What is the Classrooms First Lottery Bond Program?	As part of the SMART Schools Act of 1997, the Legislature established a 20-year lottery-bonding program (Classrooms First) designed to provide more than \$2 billion in bonded lottery funds to school districts for the construction of classrooms.  All 67 school districts receive a portion of these funds based upon a modified PECO distribution formula.  As the name indicates, school districts must build classrooms first. After a school district has met its need for new classroom space, these funds may be used for major repairs or maintenance of existing facilities or the replacement of unsatisfactory relocatables. These funds are not to be used to purchase more relocatables.
		(See the SMART Schools Act of 1997 Fact Sheet or the Classrooms First Fact Sheet.)
2.	How do school districts receive these dollars?	School districts may choose to receive these dollars as cash payments or as bonded proceeds.
		The only way for a school district to receive these funds as cash payments is for the school board and superintendent to have certified to the Legislature that they had <b>no</b> need for additional new classrooms.
		As of 2000-2001 fiscal year, eight districts (Calhoun, Collier, Flagler, Franklin, Glades, Indian River, Jefferson, & Taylor) have certified that they have no need for new classrooms and are receiving these funds as cash payments.
3,	How much Classrooms First funding has been provided to school districts since the 1997 Special Session?	As of June 2001, \$1.8 billion in Classrooms First awards has been encumbered for specific school projects. Of this amount, \$1.4 billion has been disbursed to school districts.
4.	What are the applicable statutes and rules?	Section 24.1219(2), F.S Allocation for the Classrooms First Lottery Bond Program Section 235.187, F.S Classrooms First Lottery Bond Program

## 5. Where can I get additional information?

Florida Department of Education Office of Educational Facilities (850) 487-1130 www.firn.edu/doe

SMART Schools Clearinghouse (850) 921-8699 http://smartschools.state.fl.us

The Florida House of Representatives Committee on Education Appropriations (850) 488-6204

The Florida House of Representatives Council for Lifelong Learning (850) 414-6694

The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Council For Lifelong Learning Special Facility Construction Account

Fact Sheet

1.	What is the Special Facility Construction Account?	The Special Facility Construction Account is funded with Public Education Capital Outlay (PECO) dollars and provides construction funds to school districts that have urgent construction needs but lack sufficient resources and cannot reasonably anticipate sufficient resources within three years in order to fund these construction needs.  Typically, small, rural school districts are the only ones that qualify for this Account because their property tax values are too low to fund a single, new construction project.
2.	Are there limits on the number of construction projects a school district may receive funding for from the Special Facility Construction Account?	Yes. A school district is not eligible to receive funding from the Special Facility Construction Account for more than one construction project during any three-year period.
3.	Does a school district have to meet certain criteria in order to receive funds from the Special Facility Construction Account?	<ul> <li>Yes. A school district must meet several criteria in order to receive funds from the Special Facility Construction Account, including:</li> <li>the construction project must be deemed a critical need and must be recommended for funding by the Special Facility Construction Committee;</li> <li>the total cost per student station of the facility under construction must not exceed the cost per student station prescribed in law and adjusted annually by the Consumer Price Index (approximately \$12,719 per elementary school student station; \$14,583 per middle school student station; \$19,298 per high school student station);</li> <li>the school district must levy two mills against its nonexempt assessed property value and pledge three years of these revenues toward the project; OR the district may pledge the equivalent amount of voter approved ½ cent sales tax revenue to the project; and</li> <li>the school district must have the Department of Education certify the school district's inability to fund the construction project from currently authorized sources of capital outlay revenue.</li> </ul>

4.	What is the history of the Special Facility Construction Account?	Since the 1981-1982 fiscal year, the Department of Education reports that the Special Facility Construction Account has funded 51 separate school district construction projects totaling \$483.4 million. Approximately 69 percent of the total amount has been funded by the State, while approximately 31 percent of the total amount has been funded by local school districts.				
5.	Did the Legislature appropriate funds from the Special Facility Construction Account for the 2001-2002 fiscal	Special Facility Cons	e appropriated \$57.0 truction Account in or ruction projects during le below illustrates th	rder to fund five ng the 2001-2002 ne distribution of the		
	year?			Type of New		
	•	School District	Amount of Funds	School to be Built		
		Baker County	\$10.6 million	Elementary School		
		Gadsden County	\$14.9 million	High School		
		Jackson County	\$9.9 million	High School		
		Taylor County	\$10.3 million	Elementary School		
		Wakulla County	\$11.3 million	Elementary School		
6.	What are the applicable statutes and rules?	Section 235.435(2)(a), F.S Special Facility Construction Account				
7.	Where can I get additional information?	Florida Department Office of Education (850) 487-1130 www.firn.edu/doe				
		SMART Schools Clearinghouse				
		(850) 921-8699				
		http://smartschools	http://smartschools.state.fl.us			
		The Florida House o Committee on Educa (850) 488-6204				
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694				
		The Florida House of Representatives  Committee on Education Innovation (850) 488-7451				



# Council For Lifelong Learning Two-Mill Money

### Fact Sheet

		Bay Bradford	2.000	11,468,994 893,558	11,468,994 893,558		
		Baker	2.000	622,666	622,666		
		Alachua	2,000	11,501,542	11,501,542		
		District	Levied	Levied	Levied		
		School	Actual Mills	from Mills	if 2-Mills		
				Revenue (\$)	Revenue (\$)		
				Actual	Potential		
		to two mills of ad valorem property taxes during the 2000-2001 fiscal year.					
		1 1	nue generated by ad valorem prop		-		
			w summarizes th				
	•	Holmes, Jacks and Union.	on, Jefferson, M	onroe, Okaloosa	, Santa Rosa,		
١.	levy their full two mills?	the 2000-2001	l fiscal year: Cal	houn, Franklin, 6	Glades, Gulf,		
4.	Which districts do not		g the 2000-2001 districts did not		vo mills during		
		1	property taxes in		capital outlay		
		revenues during the 2000-2001 fiscal year. The remaining 11 school districts levied anywhere between 0 mills to 1.78 mills					
	outlay revenues?	valorem property taxes in order to raise capital outlay					
*	order to raise local capital	Specifically, 56 of 67 school districts levied two mills of ad					
	valorem property taxes in	local capital ou	tlay revenues.				
<b>O</b> .	their full two mills of ad	levy two mills o	of ad valorem pro	•	•		
3.	Do all school districts levy	<del>                                     </del>	in property tax stricts have the o		ot required, to		
		A one mill levied against property valued at \$100,000 would					
		every \$1,000 ii	n raxable proper	ıy.			
		In other words, a one-mill levy provides \$1 in tax revenue for every \$1,000 in taxable property.					
2.	What is a "mill"?	One mill repre	sents a 1/1000 (.	001) tax on prop	erty.		
		construction debt instrument used for school construction.					
		1	rtificates of par		•		
		Districts may bond up to 75 percent of their two-mill money					
	,	property tax t	hat districts may	/ levy <u>without</u> vo	oter approval.		
1.	What is "two-mill" money?	"Two-mill" money is a statutorily authorized levy of ad valorem					

Brevard	2.000	32,246,049	32,246,049
Broward	2.000	142,894,902	142,894,902
Calhoun	0.000	0	430,392
Charlotte	2.000	14,549,482	14,549,482
Citrus	2.000	9,854,913	9,854,913
Clay	2.000	8,076,990	8,076,990
Collier	2.000	52,756,593	52,756,593
Columbia	2.000	2,460,087	2,460,087
Dade	2.000	185,875,793	185,875,793
DeSoto	2.000	1,461,409	1,461,409
Dixie	2.000	451,651	451,651
Duval	2.000	56,506,621	56,506,621
Escambia	2.000	15,314,209	15,314,209
Flagler	2.000	5,231,659	5,231,659
Franklin	1.000	787,800	1,575,599
Gadsden	2.000	1,489,044	1,489,044
Gilchrist	2.000	528,197	528,197
Glades	1.780	672,075	755,141
Gulf	0.775	609,637	1,573,258
Hamilton	2.000	966,599	966,599
Hardee	2.000	1,665,183	1,665,183
Hendry	2.000	2,710,500	2,710,500
Hernando	2.000	8,177,337	8,177,337
Highlands	2.000	5,370,994	5,370,994
Hillsborough	2.000	71,597,093	71,597,093
Holmes	0.000	0	520,292
Indian River	2.000	14,087,227	14,087,227
Jackson	0.000	0	1,540,496
Jefferson	1.000	286,105	572,210
Lafayette	2.000	260,815	260,815
Lake	2.000	14,671,239	14,671,239
Lee	2.000	52,983,354	52,983,354
Leon	2.000	15,415,714	15,415,714
Levy	2.000	1,778,674	1,778,674
Liberty	2.000	216,974	216,974
Madison	2.000	666,629	666,629
Manatee	2.000	24,299,187	24,299,187
Marion	2.000	13,928,729	13,928,729
Martin	2.000	19,767,500	19,767,500
Monroe	0.600	5,699,983	18,999,944
Nassau	2.000	5,828,610	5,828,610
Okaloosa	1.289	9,259,006	14,366,185
Okeechobee	2.000	1,845,218	1,845,218
Orange	2.000	97,696,949	97,696,949
Osceola	2.000	16,081,230	16,081,230
Palm Beach	2.000	137,044,747	137,044,747
Pasco	2.000	18,763,023	18,763,023
Pinellas	2.000	74,131,371	74,131,371

		Polk	2.000	20 402 707	29,403,797		
				29,403,797			
		Putnam	2,000	4,372,157	4,372,157		
		St. Johns	2.000	15,544,322	15,544,322		
		St. Lucie	2.000	15,484,474	15,484,474		
		Santa Rosa	1.400	5,592,971	7,989,959		
		Sarasota	2.000	45,189,132	45,189,132		
	·	Seminole	2.000	29,231,581	29,231,581		
		Sumter	2.000	2,328,120	2,328,120		
		Suwannee	2.000	1,327,247	1,327,247		
		Taylor	2.000 1.750	1,423,242	1,423,242 279,052		
		Union Volusia		244,170 30,742,704	30,742,704		
		Wakulla	2.000	877,974	877,974		
		Walton	2.000	7,486,400	7,486,400		
			2.000	851,352	851,352		
		Washington	2.000				
_		TOTALS	201.6: 1	1,361,553,504			
5.	How much revenue did		•	r, the statewide le	•		
	two-mill money generate	, ,		in local capital ou	tiay revenues to		
	during the 2000-2001	school districts.					
	fiscal year?	However, had all school districts levied two mills of ad valorem					
	•	property taxes, an additional \$25.5 million in local capital					
		outlay revenues would have been generated during the 2000-					
		2001 fiscal year		0011 901101 41104 44			
		Two-mill money		sed for:			
6.	For what purposes can	•		sed for: 1, remodeling, mair	stanance and		
	two-mill revenue be used?			•	menance, and		
		•	school facilitie		n		
		•		e-purchase of equi			
				nd construction ma			
			•	of student instruc			
				ng buildings or foi			
			_	as educational fac			
		, ,	y collection fo	or library media c	enter of a new		
		school;					
				e-purchase of scho			
		<ul> <li>servicing p</li> </ul>	oayments relat	ted to COPS for a	ny purpose prior		
		to 1997.					
7.	Are districts allowed to	Prior to the 19	97 Special Se	ssion on School Co	onstruction, the		
•	use two-mill money for	Legislature aut	horized schoo	ol districts to use	some of their		
	operations?	two-mill construction money for operations.					
	•	During special:	session it was	learned that some	e school		
				up to 85 percent o			
construction dollar							
		In the SMART	Schools Act	of 1997, the Legis	lature		

	eliminated the ability of school districts to transfer these funds to their operating budget and required that all school districts begin ratcheting back the percentage of two-mill funds previously used in the operating budget back to the capital budget.  Section 236.261(5)(b), F.S., provides for the time line by which districts must ratchet back these funds to their capital budget.
8. What are the applicable statutes and rules?	Section 236.25(2), F.S Non-Voted Two-Mill Levy of Ad Valorem Property Taxes Section 236.261(5)(a), F.S Uses for two-mill money Section 236.261(5)(b), F.SSchedule for use of two-mill money in capital budget
9. Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 487-1130 www.firn.edu/doe  SMART Schools Clearinghouse (850) 921-8699 http://smartschools.state.fl.us  The Florida House of Representatives Committee on Education Appropriations (850) 488-6204  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives
	Committee on Education Innovation (850) 488-7451



# Council For Lifelong Learning School Capital Outlay Surtax (1/2 cent sales tax)



				September 2001		
1.	What is the $\frac{1}{2}$ cent sales tax?	Section 212.055(6), F.S., provides for the School Capital Outlay Surtax – more commonly known as the $\frac{1}{2}$ cent sales tax. This tax may be levied by a school board after a favorable vote of the electorate through a local referendum and may not exceed .5 percent.				
2.	How many school districts have held local referendums in order to assess a $\frac{1}{2}$ cent sales tax?	to assess a local sales surtax that is used to raise capital outlay revenues. The table below identifies the school districts that have held local referendums, results of the				
			Result of	Amount of		
		School District Referendum Potential Su				
		Bay County Passed (1998) .5 cents				
		DeSoto County	Failed (1995)	.5 cents		
		Escambia County Passed (1997) .5 cents				
		Gulf County Passed (1996) .5 cents				
		Hernando County	Passed (1998)	.5 cents		
		Hillsborough County	Failed (1995)	.5 cents		
		Jackson County	Passed (1996)	.5 cents		
		Lake County	Failed (1999)	.5 cents		
		Leon County	Failed (1995)	.5 cents		
		Manatee County	Failed (1998)	.5 cents		
		Marion County	Failed (1997)	.5 cents		
		Monroe County	Passed (1995)	.5 cents		
		Santa Rosa County	Passed (1997)	.5 cents		
		St. Lucie County	Failed (1995)	.5 cents		
		Overall, seven school districts have approved local referendums in order to assess a $\frac{1}{2}$ cent local sales surtax that is used to raise capital outlay revenues.				
3.	How much revenue will the	In the 2000-2001 fis	•			
	voter-approved ½ cent	½ cent sales taxes ge	enerated \$71.5 millio	n in revenue.		
	sales taxes generate?	The assessment of the seven local $\frac{1}{2}$ cent sales surtaxes will				
		generate \$307.1 mill	ion (at the end of th	e life of the		
		1 -		capital outlay needs.		

4.	For what purposes can $\frac{1}{2}$ cent sales tax revenues be used?	According to section 212.055(6), F.S., $\frac{1}{2}$ cent sales tax revenues can be used for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses that have a useful life expectancy of five or more years, and any land acquisition, land improvement, design, and engineering costs associated with such facilities and campuses.
5.	What are the applicable statutes and rules?	Section 212.055(6), F.S School Capital Outlay Surtax
6.	Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 487-1130 www.firn.edu/doe  SMART Schools Clearinghouse (850) 921-8699 http://smartschools.state.fl.us  The Florida House of Representatives Committee on Education Appropriations (850) 488-6204  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Council For Lifelong Learning Local Government Infrastructure Surtax



September 2001

1.	What is the Local	
	Government	
	Infrastructure Surtax?	

Section 212.055(2), F.S., provides for the Local Government Infrastructure Surtax. The governing authority in each county may levy this .5 percent or 1 percent tax after a favorable vote of the electorate through a local referendum.

Section 212.055(2)(c), F.S., provides that school districts with the consent of the county governing authority may participate in the tax.

2. How many counties have held local referendums in order to assess a local government infrastructure surtax in which a portion of the funds is to be used for school construction?

Ten counties have held local referendums in the last 10 years in order to assess a local government infrastructure sales surtax that is used to raise capital outlay revenues. The table below identifies the counties that have held local referendums, results of the referendums, and amounts of surtaxes that were considered through the referendums.

School District	Result of Referendum	Amount of Potential Surtax
Broward County	Failed (1995)	
Clay County	Passed (1998)	\$20 million
Hillsborough County	Passed (1996)	\$677.9 million
Manatee County	Passed (1994)	\$77 million
Okaloosa County	Passed (1995)	\$64 million
Orange County	Failed (1997)	
Osceola County	Passed (1999)	\$321.6 million
Pasco County	Failed (1995)	
Pinellas County	Passed (1997)	\$15 million
Sarasota County	Passed (1997)	\$128 million

Overall, seven counties have approved local referendums in order to assess a local government infrastructure sales surtax that is used to raise capital outlay revenues.

3. How much revenue will the voter-approved local government infrastructure tax generate for school construction?

The assessment of the local government infrastructure sales surtaxes will generate \$1.38 billion (at the end of the life of the surtaxes) in order to fund school district capital outlay needs.

In the 2000-2001 fiscal year, five counties (Hillsborough, Pinellas, Clay, Osceola, & Sarasota) levied a local government infrastructure surtax that provided \$36.9 million in revenue to local school districts.

4.	For what purposes may the local government infrastructure tax revenues be used?	Section 212.055(2), F.S., provides that a county may distribute proceeds of the revenues generated from the local government infrastructure sales surtax to its school district for any fixed capital expenditure or fixed capital outlay costs associated with the construction, reconstruction, or improvement of public facilities that have a life expectancy of five or more years, and any land acquisition, land improvement, design, and engineering costs associated with such public facilities.
5.	What are the applicable statutes and rules?	Section 212.055(2), F.S Local Government Infrastructure Surtax
6.	Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 487-1130 www.firn.edu/doe  SMART Schools Clearinghouse (850) 921-8699 http://smartschools.state.fl.us  The Florida House of Representatives Committee on Education Appropriations (850) 488-6204  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Council For Lifelong Learning Bond Referendum

Fact Sheet

September 2001

1.	What is a bond
	referendum?

A bond referendum is a school district election that allows the voters to decide whether or not the school district should issue bonds for the purpose of generating school capital outlay funds.

2. How many school districts have approved local bond referendums in order to fund school district capital outlay needs?

Since the 1985-1986 fiscal year, 19 school districts have approved local bond referendums in order to fund school district capital outlay needs. The table below provides a general summary of the school districts that have approved local bond referendums.

School District	Fiscal Year	Amount of Bonds
Alachua County	1988-1989	\$100.0 million
Broward County	1986-1987	\$317.0 million
Charlotte County	1987-1988	\$37.0 million
Dade County	1987-1988	\$980.0 million
Duval County	1986-1987	\$199.0 million
Flagler County	1988-1989	\$19.3 million
Hernando County	1987-1988	\$44.0 million
Indian River County	1990-1991	\$61.4 million
Leon County	1987-1988	\$86.1 million
Marion County	1986-1987	\$60.0 million
Osceola County	1986-1987	\$40.7 million
Palm Beach County	1986-1987	\$317.0 million
Pasco County	1986-1987	\$62.0 million
Putnam County	1986-1987	\$22.0 million
St. Johns County	1988-1989	\$47.0 million
St. Lucie County	1995-1996	\$60.0 million
Seminole County	1985-1986	\$105.0 million
Volusia County	1985-1986	\$112.0 million
Wakulla County	1994-1995	\$8.0 million
TOTAL		\$2.68 billion

Overall, the bonds issued total \$2.68 billion and the net proceeds from the bonds are used to fund school district capital outlay needs.

3. For what purposes can bond referendum revenues be used?

Section 236.37, F.S., authorizes school boards to propose the issuance of bonds for the purpose of acquiring, building, enlarging, furnishing, or improving buildings or school grounds of the public schools within their school districts. School boards are required to submit a resolution to the Department of Education (DOE) specifying the amount and use of the funds that would be generated from the issuance of bonds. If

		DOE approves the resolution, the school board is authorized to hold a bond referendum election.
4.	What are the applicable statutes and rules?	Sections 236.35-236.68, F.S School District Bonds
5.	Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 487-1130 www.firn.edu/doe
		SMART Schools Clearinghouse (850) 921-8699 http://smartschools.state.fl.us
		The Florida House of Representatives Committee on Education Appropriations (850) 488-6204
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694
		The Florida House of Representatives Committee on Education Innovation (850) 488-7451



### School Impact Fees



2.	What are impact fees?  What is the purpose of impact fees?	Impact fees are charges imposed by local governments against new development. These charges represent a total or partial reimbursement for the cost of additional facilities or services necessary as a result of the new development. Rather than imposing the cost of the additional facilities or services upon the general public, impact fees shift the capital expense burden of growth from the general public to the developer and new residents.  Impact fees have been successfully levied for the purpose of funding the expansion of water and sewer facilities, the construction of road improvements, the expansion of parks,
3.	What are the legal characteristics of impact fees?	and the construction of school facilities.  Impact fees are not statutorily authorized or constitutionally mandated. Consequently, the characteristics and limitations of impact fees are stipulated in Florida case law. In order to withstand legal challenge, impact fees must possess the following characteristics:  • the fee is levied on new development or new expansion of existing development;  • the fee is a one-time charge, although its collection may be spread out over time;  • the fee is earmarked for capital outlay only; operating costs are not included; and  • the fee represents a proportional share of the cost of the facilities needed to serve the new development.
4.	Do all school districts receive revenues from the collection of impact fees?	No. Currently, only 15 school districts receive revenues from the collection of impact fees that are assessed by their respective counties. School districts benefiting from impact fee collections include Broward, Citrus, Collier, Dade, Hernando, Hillsborough, Lake, Martin, Orange, Osceola, Palm Beach, Seminole, St. Johns, St. Lucie, and Volusia.
5.	How much revenue has been generated through the collection of impact fees for the purpose of school construction?	During the 1999-2000 fiscal year, the collection of impact fees generated an aggregate amount of \$81.9 million for the purpose of school construction. This amount reflects an increase of approximately 17 percent since the 1997-1998 fiscal year. Information relating to the amount of revenue generated through the collection of impact fees during the 2000-2001 fiscal year is currently unavailable. The table below provides a general summary of the collection of impact fees for the last three available fiscal years.

	900-100-100-100-100-100-100-100-100-100-	1			
		School			
		District	1997-1998	1998-1999	1999-2000
		Broward	\$8.1 million	\$8.2 million	\$6.3 million
		Citrus	\$0.2 million	\$0.2 million	\$0.4 million
	1	Collier	\$7.8 million	\$8.0 million	\$9.0 million
		Dade	\$19.5 million	\$19.7 million	\$15.0 million
		Hernando	\$1.5 million	\$1.5 million	\$1.4 million
		Hillsborough	\$1.6 million	\$1.6 million	\$1.6 million
		Lake	\$2.7 million	\$2.7 million	\$3.8 million
		Martin	\$1.2 million	\$1.2 million	\$1.1 million
		Orange	\$11.3 million	\$11.6 million	\$21.8 million
		Osceola	\$1.8 million	\$1.8 million	\$6.8 million
		Palm Beach	\$6.7 million	\$7.0 million	\$6.0 million
		Seminole	\$3.5 million	\$3.6 million	\$4.5 million
		St. Johns	\$0.8 million	\$0.6 million	\$0
		St. Lucie	\$1.0 million	\$1.1 million	\$1.2 million
		Volusia	\$2.4 million	\$2.5 million	\$3.0 million
		TOTAL	\$70.1 million	\$71.3 million	\$81.9 million
	development that is exempted from school impact fees?	1 .	uld not be levied nce these commu ppulation.	-	
7.	What are the applicable	Impact fees ar	e not statutorily	authorized or	constitutionally
	statutes and rules?	į.	tead, impact fee ome rule powers		roduct of local
8.	Where can T get	<del>                                     </del>			
Ο.	Where can I get	Florida Department of Education Office of Educational Facilities			
	additional information?	(850) 487-1130		•	
		www.firn.edu/d			
		www.jiiri.edd/d	<del>oe</del>		
		The Florida Leg	gislature		
		Legislative Com	ımittee on Inter	governmental Re	zlations
		(850) 488-962	7		
		http://fcn.stat	e.fl.us/acir/		
		SMART School	s Clearinghouse		
		(850) 921-8699	9		
		http://smartsc	hools.state.fl.us		
			use of Represen		
			Education Approp	oriations	
		(850) 488-620	4		

The Florida House of Representatives Committee on Local Government & Veterans Affairs (850) 488-1791

The Florida House of Representatives Council for Lifelong Learning (850) 414-6694

The Florida House of Representatives Committee on Education Innovation (850) 488-7451



## Council for Lifelong Learning Small Schools/School-within-a-School

Fact Sheet

September 2001

1. How do Florida schools compare in size to schools in other states?

According to the most recent data published by the National Center for Education Statistics (NCES), Florida's public schools have the highest average enrollment in the nation.

#### School Size: Number of Students

\*National average data from American School and University Report May 2000.

	National Average	Florida	Over National Average
Elementary	610	798	188
Middle School	800	1,381	581
High School	804	2,121	1,317

Florida high schools' population ranged from less than 100 to over 5,000 students per school.

### 2. What are the benefits of small schools?

According to recent research, small schools provide the following benefits:

- reduced discipline problems and crime;
- reduced truancy and gang participation;
- reduced dropout rates;
- improved teacher and student attitudes;
- improved student self-perception;
- student academic achievement equal to or superior to that of students at larger schools; and
- increased parental involvement.

The 1998 Institute for Education and Social Policy in "The Effects of Size of Student Body on School Costs and Performance in New York City Schools" reported the following:

- "The Literature on the relationship between the size of a school's student body and school outputs is unambiguous smaller schools show <u>better outputs</u> than schools of other sizes."
- "We find that size of the student body is an important factor in relation to costs and outputs and that small academic and articulated alternative high schools cost among the <u>least per graduate</u> of all New York City high schools. Though these smaller schools have somewhat higher costs per student, their much higher graduation rates and lower dropout rates produce among the lowest cost per graduate in the entire New York City system."

3.	What is Florida's policy on school size?	<ul> <li>"The research literature indicates that small schools are better places for disadvantaged youth, particularly poor students of color in urban districts. The small additional budgeted amounts per student this study finds invested in small schools seem well worth the improved outputs, particularly the low costs per graduate, that these small schools demonstrate."</li> <li>The 2000 Legislature passed legislation which requires that beginning July 1, 2003, all new schools constructed must either be constructed or be operated to meet small school standards (Ch. 2000-235, L.O.F.). These small school standards are:         <ul> <li>elementary schools - a student population of not more than 500 students;</li> <li>middle schools - a student population of not more than 700 students;</li> <li>schools serving kindergarten through grade 8 - a student population of not more than 700 students;</li> <li>schools serving kindergarten through grade 12 - a student population of not more than 900 students.</li> </ul> </li> <li>Small schools are to comply with all laws, rules, and court orders relating to racial balance.</li> <li>These standards do not apply to plans for new educational</li> </ul>
4.	Should small schools cost more money to build or operate than large schools?	facilities already under architectural contract on July 1, 2003.  The 1992 Public Education Association in "Small School's Operating Costs: Reversing the Assumptions About Economies of Scale" reported the following:  "The premise that small schools are more expensive to operate has always been false. Research in an educational setting has specifically disproved the economy-of-scale argument at all but a very limited range of school sizes. And no research evidence supports a claim that the large school size in New York City (e.g., 1500-4000 or more) achieves operational-cost scale efficiencies significant to justify their existence or to offset size-related, educationally damaging inefficiencies."  "On the contrary, studies show dis-economies of scale in large schools. Difficult to manage efficiently and safely, large schools require a disproportionate increase in management; an extra 'layer' of managers - subject supervisors, assistant principals, deans, additional

		secretaries - separate principals and teachers."  • "In small schools the whole school environment changes, yielding advantages and economies derived from increased collaboration among staff, reduced supervisory needs, and increased efficiencies. The complexity of administrative tasks is reduced, whether in planning a schedule, the curriculum, evaluation, or coping with student problems. Face-to-face interaction substitutes for generating and responding to memos."
5.	What is meant by "school-within-a-school?"	"Schools-within-a school" means an operational program that uses flexible scheduling, team planning, and curricular and instructional innovation to organize groups of students with groups of teachers as smaller units, so as to functionally operate as a smaller school.
6.	What is Florida's policy on schools-within-a-school for <u>current</u> schools?	In order to reduce the anonymity of students in large schools, school boards must adopt policies effective for the 2002-2003 school year, and thereafter, to encourage any school that does not meet the definition of a small school, to operate as a school-within-a-school.
7.	What are the applicable statutes and rules?	Section 235.2157, F.S Small School Requirement Section 230.23(20), F.S School-within-a-school description
8.	Where can I get additional information?	Florida Department of Education Educational Facilities (850) 488-4405 www.firn.edu/doe  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Council for Lifelong Learning Home Education

Fact Sheet

	The state of the s	
2.	What is home education?  Who can teach in a home education setting?	Home education is "sequentially progressive instruction of a student in his or her home by his or her parent or guardian" (s. 228.041(34), F.S.). Current law does not prescribe a curriculum or course of study for home education programs.  Any parent who complies with the reporting, record keeping, and student evaluation requirements of s. 232.0201, F.S., may conduct a home education program. The parent/guardian is not required to be a certified teacher. A parent may not provide home education to the
3.	What records are parents of home education students required to maintain?	<ul> <li>children of other parents.</li> <li>A parent who conducts a home education program must:</li> <li>provide written notice to the district superintendent of his or her intent to establish a home education program;</li> <li>maintain a portfolio of records and materials that contains a log of educational activities and reading materials used, writing samples, worksheets, workbooks, and any other materials used or created by the child; and</li> <li>provide an annual educational evaluation of the child's educational progress.</li> </ul>
4.	How is the educational process of home education students evaluated?	<ul> <li>The parent or guardian may select the method of evaluation from:</li> <li>a review of the portfolio and discussion with the student by a Florida certified teacher chosen by the parent or guardian;</li> <li>a nationally normed student achievement test administered by a certified teacher;</li> <li>a state student assessment test administered by a certified teacher, at a location and under testing conditions approved by the school district;</li> <li>an evaluation by a psychologist holding a valid, active license; or</li> <li>an evaluation by any other valid measurement tool that is mutually agreed upon by the superintendent and the parent or guardian.</li> </ul>

5. What oversight does the state or the school district have over home education programs? A copy of the child's annual education evaluation must be filed in the superintendent's office. If the child does not demonstrate progress commensurate with his or her abilities, based on the evaluation, the superintendent is required to notify the parents that they have one year to provide remedial instruction. At the end of that year, the child will only be allowed to continue in a home education program if reevaluation shows acceptable educational progress. The district superintendent may inspect a home education student's portfolio upon 15 days written notice, but is not required to do so.

6. Can home education students attend public school part-time or for selected courses? Students with identified disabilities who qualify for exceptional student education classes may participate in those classes for exceptional students offered in the public schools. School districts are *not* required to provide course work or instruction on a part-time basis for gifted or regular home education students who do not have identified disabilities. School districts may choose to do this as part of their policy, but such policies are not mandated by the state.

7. Can home education students participate in interscholastic extracurricular activities?

Yes. An eligible home education student may participate in interscholastic extracurricular activities at the public school to which the student would be assigned according to district school attendance area policies or which the student could choose to attend pursuant to district or interdistrict controlled open enrollment provisions, or may develop an agreement to participate at a nonpublic school. Eligibility is based on the following:

- the student must attend a home education program which meets the requirements of Florida law;
- during the period of participation, the student must demonstrate educational progress in all subjects by a method of evaluation mutually agreed upon by the student's parent or guardian and the principal of the school;
- the student must meet the same residency requirements as other students in the school at which he or she participates; and
- the student must register his or her intent to participate with the school before the beginning date of the season for the activity in which he or she wishes to participate.

A public school student who has not maintained academic

8.	What type of diploma do home education students receive?	eligibility may not participate in interscholastic extracurricular activities as a home education student until he or she successfully demonstrates educational progress in a home education program for one grading period.  A home education student may take the General Educational Development (GED) test and be awarded a GED diploma by the State of Florida if the student receives a passing score. Some parents choose to utilize a curriculum provider (e.g., a correspondence school) that offers a credential to the student. School districts, adult high schools, and community colleges may not provide regular high school diplomas to those students who complete a high school course of study as home education students.
9.	Are home education students eligible for Bright Futures Scholarships?	Yes. Home education students may be eligible for a Bright Futures Scholarship if they are registered as home education students during the 11th and 12th grades.  Documentation of appropriate SAT or ACT test scores as determined by the Department of Education is required (See the Florida Academic Scholars Award Fact Sheet, the Florida Gold Seal Vocational Scholars Award Fact Sheet, and the Florida Merit Scholars Award Fact Sheets for specific Bright Futures eligibility criteria.)
10.	Can a public school student identified as exhibiting a pattern of non-attendance enter a home education program?	Yes. Once a student is identified as exhibiting a pattern of non-attendance, the principal must notify the superintendent of schools and the school district contact for home education programs that the referred student is exhibiting a pattern of non-attendance. Students identified in public school as exhibiting a pattern of nonattendance as defined in s. 232.0201, F.S., can enroll in a home education program. However, a Home Education Review Committee must review the portfolio of such students every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with s. 232.0201(1)(b), F.S.
11.	What is a Home Education Review Committee?	A Home Education Review Committee is composed of the district contact for home education review programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and who have indicated a willingness to serve on the committee.

12. How many students in Florida are registered in	School Year	# of families statewide*	# of students statewide**
home education	1997-1998	21,507	31,440
programs?	1998-1999	21,881	33,219
	1999-2000	26,656	37,196
	2000-2001	27,792	41,128
	* - # of fami	lies which registered their int	tent to establish
	home educati	on programs.	
	** - # of chil programs.	dren which participated in ho	me education
13. What are the applicable statutes and rules?	Program	041(34), F.S Definitions of	Home Education
		0201, F.S Home Education	
		.40202, 240.40205, 240.4207	206, and 240.40208,
	F.S Bright		-+:.:+:
	1	425, F.S Extracurricular A 17(1)(f), F.S Home Educatio	
			on Review Committee
14. Where can I get	1	tment of Education	
additional information?		e/Home Education	1424
	' '	)11 or DOE Hotline 1-800-447 <u>choolchoice.org</u>	-1030
	www.i ioridasa	<u>chooleholee.org</u>	
	The Florida F	louse of Representatives	
		n Education Innovation	
	(850) 488-74	151	
	The Florida H	louse of Representatives	
	Council for Li	felong Learning	
	(850) 414-66	94	



# Charter Schools



1.	What are charter schools?	Charter schools are public schools that operate under a performance contract, or a "charter" which frees them from most rules and state statutes created for traditional public schools. As part of the contract, charter schools are held
2.	What is the purpose of charter schools?	<ul> <li>strictly accountable for academic and financial results.</li> <li>Statutory provisions specify that the purpose of charter schools is to: <ul> <li>improve student learning;</li> <li>increase learning opportunities for all students;</li> <li>encourage the use of different and innovative learning methods;</li> <li>increase learning opportunity choices for students;</li> <li>establish a new form of accountability for schools;</li> <li>require the measurement of learning outcomes and create innovative measurement tools;</li> <li>establish the school as the unit for improvement;</li> <li>create new professional opportunities for teachers;</li> <li>provide rigorous competition within the public school district in order to stimulate continued improvement in all public schools;</li> <li>provide additional academic choices for parents and students; and</li> <li>expand the capacity of the public school system.</li> </ul> </li> </ul>
3.	How are charter schools formed?	Statutory provisions specify that creating a new school or converting an existing public school to a charter school are methods that may be used to form a charter school.  An individual, a group of parents or teachers, a business, a municipality, or a legal entity may submit an application to the school district in order to form a new charter school.  If an existing public school that has been in operation for at least two years (including a school-within-a-school) wants to convert to a charter school, the school board or school principal, teachers, parents, and/or the school advisory council must submit an application to the school district requesting permission to convert the existing school to a charter school.

4. What key steps are involved in the charter school application process?

A school board is authorized to sponsor a charter school in the county over which the school board has jurisdiction.

Specifically, a school board must receive and review all charter school applications. Within 60 days after receiving a charter school application, a school board must approve or deny a charter school application through a majority vote.

If a school board denies a charter school application, it must express in writing the specific reasons for which the charter school application was denied within 10 calendar days after rendering its decision. A charter school applicant may appeal a school board's denial of a charter school application or its failure to render a decision on a charter school application to the State Board of Education within 30 calendar days after the receipt of the school board's denial of the application or failure to render a decision on the application. Within 60 calendar days after a charter school applicant files an appeal, the State Board of Education must accept or reject the school board's initial decision through a majority vote. Subsequently, the State Board of Education must remand the charter school application to the school board with its written recommendation specifying whether or not the school board should approve or deny the charter school application.

Current law requires the school board to act upon the recommendation of the State Board of Education within 30 calendar days after receiving the recommendation. The school board may fail to act in accordance with the recommendation of the State Board of Education if it determines that the recommendation is contrary to law or contrary to the best interest of the students or the community. The school board's action on the State Board of Education's recommendation is a final action subject to judicial review.

5. Are there any limitations on the number of charter schools that can exist within a school district?

Yes. Current law does limit the number of newly created charter schools that can exist within a school district. The limits are based on the number of students that exist within a school district.

Specifically, a school district that has at least 100,000 students can establish a maximum of 28 charter schools; a school district that has 50,000-99,999 students can establish a maximum of 20 charter schools; and a school district that has less than 50,000 students can establish a maximum of 12 charter schools.

		Current law specifies that an existing public school that
		converts to a charter school must not be counted toward the
		aforementioned limits. Additionally, a charter school or a
		sponsor can seek approval from the State Board of Education
		to increase the limit on the number of charter schools that
		can exist within a school district.
6.	How many charter schools	In 1996, the initial year in which charter schools were
	are currently operating in	authorized, five charter schools were operating in Florida.
1	Florida?	During the 2000-2001 school year, 149 charter schools were
	1 loi laa?	operating in Florida and serving approximately 27,249
		students.
7.	What types of students	A charter school is required to be open to any student
	are eligible to attend a	covered in an inter-district agreement or residing in the
	charter school?	school district in which the charter school is located.
	Chairei School?	
		Enrollment preference may be given to:
		a sibling of an existing charter school student;
		a child of a charter school governing board member; or
		a child of a charter school employee.
		A charter school may limit the enrollment process in order to
		target the following student populations:
		students within specific age groups or grade levels;
		students considered at risk of dropping out of school or academic failure;
		students who wish to enroll in a charter school-in-the-
		workplace or a charter school-in-a-municipality;
		students residing within a reasonable distance of the
		charter school;
		students who meet reasonable academic, artistic, or other
		eligibility standards established by the charter school;
·		and
		students articulating from one charter school to another.
8.	Are there specific	Yes. A charter school is statutorily required to:
	eligibility requirements	be nonsectarian in its programs, admission policies,
1	for charter schools?	employment practices, and operations;
	in charles serious;	admit students as provided for in Question #7;
		be accountable to the school district for its performance;
1		not charge tuition and fees;
		comply with all applicable state and local health, safety,
		and civil rights requirements;
,		<ul> <li>not discriminate on the basis of race, national origin, sex,</li> </ul>
		handicap, or marital status;
		subject itself to an annual financial audit;
1		maintain all financial records that constitute its

9.	What criteria must a
	school district consider in
	order to approve a
	charter?

accounting system in accordance with current law; and
annually adopt and maintain an operating budget.

Current law specifies the criteria that must be used to approve a charter. The criteria used for the approval of a charter must be based on the following:

- the charter school's mission, the students and the ages of students that will be served, and the grades that will be included in the charter school;
- the focus of the charter school's curriculum, the
  instructional methods that will be used, any distinctive
  instructional techniques that will be employed, and the
  identification and acquisition of technology needed to
  improve educational and administrative performance;
- the current incoming baseline standard of student achievement, the outcomes that will be achieved, and the method of measurement that will be used;
- the methods that will be used to identify the educational strengths and needs of students;
- a method for determining if a student satisfies high school graduation requirements;
- a method for resolving conflicts between the governing body of the charter school and the sponsor;
- the charter school's admission and dismissal procedures, as well as its student conduct code;
- the methods by which the charter school will achieve a racial/ethnic balance reflective of the community it serves or other public schools in the same school district;
- the financial and administrative management of the charter school;
- the charter school's description of procedures that identify various risks and its plan to ensure the safety and security of its school population;
- the manner in which the charter school will be insured;
- the term of the charter;
- the facilities that the charter school will use and their location:
- the qualifications that will be required of the charter school's teachers;
- the governance structure of the charter school;
- a timetable for implementing the charter; and
- the development of alternative arrangements for current students that choose not to attend a charter school that was converted from an existing public school.

10.	How are charter schools evaluated and assessed?	Every charter school must be evaluated on academic progress and the outcomes agreed upon in the school's binding contract. In addition, individual charter schools are evaluated and assigned a school grade using the same standards and criteria as traditional public schools. (See the School Grading System Fact Sheet.)
11.	Are charter schools exempt from state statutes?	Yes. Charter schools are exempt from the Florida School Code (Ch. 228-246, F.S.), except those statutes specifically applying to charter schools; pertaining to the provision of services to students with disabilities; pertaining to civil rights; and pertaining to student health, safety, and welfare.  Charter schools are not exempt from any statute governing
		public records; public meetings and records; public inspection; and penalties.
12.	Are charter schools required to employ certified teachers?	Yes. Statutory provisions require teachers employed by or under contract with a charter school to be certified as required by current law.
13.	How are charter school student enrollments funded?	Students enrolled in a charter school must be funded as if they are enrolled in a basic program or a special program at any other public school in the school district. Each charter school must report its student enrollment to the school district and the school district must include each charter school's student enrollment in the school district's report of student enrollment that is submitted to the state.
14.	Does the state provide any charter school capital outlay funding?	Yes. Statutory provisions provide for charter school capital outlay funding and specify that unless otherwise provided in the General Appropriations Act, the capital outlay allocation for each charter school must be determined by multiplying the charter school's projected student enrollment by one-fifteenth of the cost-per-student station for an elementary, middle, or high school. If the appropriated funds are not sufficient, the Commissioner of Education must prorate the funds among the charter schools. The 2001 Legislature appropriated \$27.7 million to fund charter school capital outlay purposes for the 2001-2002 fiscal year.
15.	What are charter schools-in-the-workplace and charter schools-in-a-municipality?	Charter schools-in-the-workplace may be established when a business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of the employees of the business; and enrolls students according to the racial/ethnic balance reflective of the community or other public schools in the same school district. Any portion of a facility used for a charter school is

	exempt from ad valorem taxes.
	Charter schools-in-a-municipality may be established when a municipality possesses a charter; enrolls students based upon a random lottery that involves all of the children of the residents of the municipality; and enrolls students according to the racial/ethnic balance reflective of the community or other public schools in the same school district. Any portion of the land and facility used for a charter school is exempt from ad valorem taxes.
16. What are the applicable statutes and rules?	Section 228.056, F.S Charter Schools. Section 228.0561, F.S Charter schools capital outlay funding.  Rule 6A-6.0781, F.A.C Procedures for appealing a district
17. Where can I get additional information?	board decision.  Florida Department of Education Office of Public School Choice (850) 488-5011 or DOE Hotline (800) 447-1636 www.floridaschoolchoice.org
	The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Charter School Districts

Fact Sheet

1.	What are charter school districts?	In 1999, the Legislature established the Charter School Districts Pilot Program authorizing the State Board of Education to enter into a performance contract with a maximum of six school districts for the purpose of establishing them as charter school districts.  A charter school district is a school district in which the school board agrees to comply with certain performance goals contained in a performance contract that is approved by the State Board of Education. In return, a charter school district is granted statutory and rule exemptions.
2.	How many charter school districts exist in Florida?	Presently, there are <i>two</i> charter school districts in Florida (Volusia County School District and Hillsborough County School District).
3.	Is a charter school district required to have charter schools residing within its district?	No. A charter school district is not statutorily required to have charter schools residing within its district. However, the Hillsborough County School District has 14 charter schools operating in its district, while the Volusia County School District has one charter school operating in its district.
4.	Are traditional public schools located in a school district that has been established as a charter school district required to convert to charter schools?	No. Traditional public schools located in a school district that has been established as a charter school district are not statutorily required to convert to charter schools. In fact, both the Hillsborough County School District and the Volusia County School District do not have any conversion charter schools operating within their districts.
5.	How long can a school district receive charter school district status?	A charter school district must be chartered for three years. At the end of the three years, the school district must have its performance evaluated and the State Board of Education may renew the school district's charter.
6.	Does a charter school district have a governing board?	Yes. The governing board of a charter school district must be the school district's elected board members. The school board (governing board) is responsible for supervising all schools in the school district. Additionally, the school board is authorized to charter each of its existing public schools; deregulate each of its existing public schools; or establish performance-based contractual relationships with its existing public schools for the purpose of providing them with greater

		autonomy in return for performance accountability.
7.	Are charter school districts exempt from state statutes?	Yes. Charter school districts are exempt from the Florida School Code (Chapters 228-246, F.S.), except those statutes specifically applying to charter schools; pertaining to the provision of services to students with disabilities; pertaining to civil rights; and pertaining to student health, safety, and welfare.
		Charter school districts are not exempt from any statute governing the election of school board members; public meetings and public records requirements; financial disclosure; conflicts of interest; operation in the sunshine; or other provisions not included in the Florida School Code.
8.	What are the applicable statutes and rules?	Section 228.058, F.S Charter School Districts Pilot Program.
9.	Where can I get additional information?	Florida Department of Education Office of Public School Choice (850) 488-5011 or DOE Hotline (800) 447-1636 www.floridaschoolchoice.org  Hillsborough County School District (813) 272-4050 www.sdhc.k12.fl.us/
		Volusia County School District (904) 734-7190 www.volusia.k12.fl.us/
		The Florida House of Representatives  Committee on Education Innovation  (850) 488-7451



# Corporate Income Tax Credit Scholarship Program

Fact Sheet

1.	What is the Corporate Income Tax Credit Scholarship Program?	The Corporate Income Tax Credit Scholarship Program (program) was established by the 2001 Legislature (Ch. 2001- 225, L.O.F.) to provide an income tax credit for corporations that provide monetary contributions to nonprofit scholarship- funding organizations (SFOs) that award scholarships to students from families with limited financial resources. The purpose of the tax credit is to:  • encourage private, voluntary contributions to nonprofit scholarship-funding organizations;  • expand educational opportunities for children from families that have limited financial resources; and  • enable children in Florida to achieve a greater level of excellence in their education.
2.	Who is eligible for a scholarship from a nonprofit scholarship-funding organization under this program?	A student is eligible for a scholarship from a nonprofit scholarship-funding organization through this program, if the student qualifies for free or reduced-price school lunches under the National School Lunch Act and:  1. was counted as a full-time-equivalent student during the previous state fiscal year for purposes of state per-student funding; or  2. received a scholarship from an eligible nonprofit scholarship-funding organization during the previous school year.
3.	What is the maximum award amount of a scholarship?	The amount of the scholarship provided to any child for any single school year by all eligible nonprofit scholarship-funding organizations must not exceed the following limits:  • \$3,500 for a scholarship awarded for a student to enroll in an eligible nonpublic school.  • \$500 for a scholarship awarded for a student to enroll in a Florida public school that is located outside the district in which the student resides.
4.	What types of expenses are covered by the scholarships?	<ul> <li>Eligible nonprofit scholarship-funding organizations must provide scholarships, from eligible contributions, to qualified students for the following expenses:</li> <li>tuition or textbook expenses for, or transportation to, an eligible nonpublic school (at least 75 percent must be used to pay tuition expenses); or</li> <li>transportation expenses to a Florida public school that is located outside the district in which the student resides.</li> </ul>

5.	What criteria must a nonpublic school meet in order to become eligible to participate in this program?	<ul> <li>An eligible nonpublic school must be located in Florida and must offer an education to students in any grades K-12 and must meet the following criteria:</li> <li>demonstrate fiscal soundness by: (1) being in operation for one school year, (2) providing the Department of Education (DOE) with a statement by a certified public accountant confirming that the school is insured and has sufficient capital or credit to operate for the upcoming year, or (3) securing a surety bond or letter of credit equal to the scholarship funds for any quarter to be filed with the Department of Revenue (DOR);</li> <li>meet state and local health and safety laws and codes;</li> <li>comply with antidiscrimination provisions of 42 U.S.C. s. 2000d, which prohibits discrimination based on race, color, or national origin; and</li> <li>comply with all state laws relating to the general regulation of nonpublic schools.</li> </ul>
6.	What qualifies as an eligible contribution?	An eligible contribution is a monetary contribution from a taxpayer to an eligible nonprofit scholarship-funding organization. The taxpayer may not designate a specific child as the beneficiary of the contribution and may not contribute more than \$5 million to any single eligible nonprofit scholarship-funding organization.
7.	How much of a tax credit may a corporation receive for contributing to a nonprofit scholarshipfunding organization?	The taxpayer may receive a dollar for dollar credit for an eligible contribution against any tax due for a taxable year, but the credit may not exceed 75 percent of the tax due, after the application of all other allowable tax credits.  If the credit granted is not fully used in any one year, the unused amount may not be carried forward. The taxpayer may not convey, assign, or transfer the credit authorized to another entity unless all of the assets of the taxpayer are conveyed, assigned, or transferred in the same transaction.
8.	Is there a statewide cap on the amount of the tax credit that may be granted under this program?	Yes. The total statewide amount of the tax credit that may be granted each state fiscal year under this program is limited to \$50 million. At least 5 percent of the total statewide amount authorized for the tax credit must be reserved for small businesses. According to current law, small businesses are defined as taxpayers who independently own and operate businesses that employ 200 or fewer full-time permanent employees and have a net worth of not more than \$5 million at the time of application.

9.	Are contributions to a nonprofit scholarship-funding organization limited?	Yes. Under this program, the amount of eligible contributions that a nonprofit scholarship-funding organization may accept is limited to the amount needed to provide scholarships for qualified students that the organization has identified and for which vacancies in eligible nonpublic schools have been identified.
10.	What are eligible nonprofit scholarship-funding organizations?	Eligible nonprofit scholarship-funding organizations are charitable organizations that are exempt from the federal income tax as defined in s. 501(c)(3) of the Internal Revenue Code. Eligible nonprofit scholarship-funding corporations are required to meet the following criteria:  • provide scholarships, from eligible contributions to qualified students;  • give priority to qualified students who received a scholarship from an eligible nonprofit scholarship-funding organization during the previous year;  • spend 100% of the eligible contribution to provide scholarships in the same state fiscal year in which the contribution was received (the state fiscal year begins on July 1 and ends on June 30 of each year);  • not use any portion of eligible contributions for administrative expenses;  • use all interest accrued from contributions for scholarships; and  • provide the Auditor General with an annual financial and compliance audit of their accounts and records conducted by independent certified public accountants.
11.	How is a scholarship payment made?	The payment will be made by check payable to the student's parent. If the parent chooses for his or her child to attend an eligible nonpublic school, the check must be mailed by the eligible nonprofit scholarship-funding organization to the nonpublic school of the parent's choice, and the parent must restrictively endorse the check to the nonpublic school.  The nonprofit scholarship-funding organization must ensure that the parent endorses the check to the nonpublic school of the parent's choice for deposit into the account of the nonpublic school.
12.	Who is responsible for administering the Corporate Income Tax Credit Scholarship	The Department of Revenue and the Department of Education will cooperatively administer the Corporate Income Tax Credit Scholarship Program.  The Department of Education is responsible for adopting rules
	Program?	necessary to determine the eligibility of nonprofit

	scholarship-funding organizations and identify students eligible to participate in the program. The Department of Education is also responsible for submitting annually, by March 15, a list of eligible nonprofit scholarship-funding organizations to the Department of Revenue.
	<ul> <li>The Department of Education must monitor:</li> <li>the eligibility of nonprofit scholarship-funding organizations;</li> <li>the eligibility of nonpublic schools; and</li> <li>the eligibility of expenditures.</li> </ul>
	<ul> <li>The Department of Revenue is responsible for adopting rules to administer the Corporate Income Tax Credit Scholarship Program, including:</li> <li>establishing application forms and procedures; and</li> <li>governing the allocation of tax credits for this program on a first-come, first-served basis.</li> </ul>
13. What are the applicable statutes and rules?	Section 220.187, F.S Corporate Income Tax Credit Scholarship Program Section 288.703(1), F.S Definition of small business
14. Where can I get additional information?	Florida Department of Education Office of Public School Choice (850) 488-5011 or DOE Hotline 1-800-447-1636 www.floridaschoolchoice.org  Florida Department of Revenue Robert DuCasse, Taxpayer Section (850) 922-4715  The Florida House of Representatives Council for Lifelong Learning (850) 414-6694
	The Florida House of Representatives  Committee on Education Innovation  (850) 488-7451



# McKay Scholarships for Students with Disabilities Program



September 2001

1.	What is the McKay	
	Scholarships for Students	
	with Disabilities Program?	

The McKay Scholarships for Students with Disabilities Program expands the school choice program created by the 1999 Legislature as a pilot program for Sarasota County. This school choice option is part of the A+ Education Plan (Ch. 99-398, L.O.F.). The scholarships are available for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities include K-12 students who are mentally handicapped, speech and language impaired, deaf or hard of hearing, visually impaired, dual sensory impaired, physically impaired, emotionally handicapped, specific learning disabled, hospitalized or homebound, or autistic.

# 2. What options are available to a student with disabilities under the McKay Scholarship Program?

An eligible student with disabilities has several options available, including:

- attendance at another public school within the district;
- attendance at an eligible public school in an adjacent district that has space and provides the services identified in the student's individual education plan; or
- attendance at an eligible private, sectarian or nonsectarian, school.

Students at a public school may also choose to remain at that school.

#### 3. Who is eligible for a McKay Scholarship?

Any parent of a public school student with a disability who is dissatisfied with the student's progress may receive a McKay Scholarship if:

- by assigned school attendance area or by special
  assignment, the student has spent the prior school year in
  attendance at a Florida public school. Prior school year
  means that the student was enrolled and reported by a
  school district for funding during the preceding October
  and February Florida Education Finance Program (FEFP)
  surveys in kindergarten through grade 12; and
- the parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has notified the school district, in writing, of the request for a scholarship at least 60 days prior to the date of the first scholarship payment.

<ul><li>4.</li><li>5.</li></ul>	How long does a McKay Scholarship last?  What are the obligations for participants in the McKay Scholarship Program?	Students enrolled in Department of Juvenile Justice commitment programs are not eligible for scholarships under this program.  There is no statutory limit on the term of a McKay Scholarship. A student can use the scholarship through high school graduation.  The student's parent and the student must comply with the following criteria to obtain and retain a McKay Scholarship:  • the parent must select a private school and apply for admission;  • the parent must request the scholarship at least 60 days prior to the date of the first scholarship payment;  • the student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause;  • the student must comply with the school's code of conduct;  • the parent of each student participating in the program must comply fully with the private school's parental involvement requirements, unless excused by the school for illness or other good cause;  • if the parent requests that the student take all statewide assessments, the parent is responsible for transporting
	What are the school district's obligations	the student to the assessment site designated by the school district; and  upon receipt of a scholarship warrant, the parent to whom the warrant is made must restrictively endorse the warrant to the private school for deposit into the account of the private school.  A participant who fails to comply with the above criteria forfeits the scholarship.  The school district must timely notify the parent of a student with disabilities of all options available under this program,
	under the McKay Scholarship Program?	<ul> <li>including the following:</li> <li>offer the student's parent the option to enroll the student in another public school; and</li> <li>offer the student's parent the option to enroll the student in an eligible private school if the parent does not choose the public school option.</li> <li>The school district is also required to:</li> <li>notify the Department of Education (DOE) within 10 days after the district receives notice of the parent's intent to</li> </ul>

	<ul> <li>apply for a McKay Scholarship;</li> <li>complete a matrix that assigns the student to one of the levels of service that existed prior to the 2000-2001 school year, if the student with disabilities does not have a matrix of services;</li> <li>notify the DOE of the student's matrix level within 30 days after receiving notification by the student's parent of intent to participate in the program;</li> <li>report all students who are attending a private school under this program (students participating in this program must be reported separately from other students reported for purposes of the FEFP); and</li> <li>provide locations and times for all state assessments to parents who request that the student take statewide assessments.</li> </ul>
7. Are all private schools required to participate in the McKay Scholarship Program?	No. Private schools are not required to participate in the program. However, participation is open to all private schools that wish to take part in the program, as long as the schools meet the eligibility criteria set forth by law.
8. What criteria must a private school meet in order to become eligible to participate in the McKay Scholarship Program?	<ul> <li>The private school must be located in Florida, may be sectarian or nonsectarian, and must meet the following criteria:</li> <li>demonstrate fiscal soundness by being in operation for 1 school year or provide the DOE with a statement by a certified public accountant confirming that the school is insured and has sufficient capital or credit to operate for the upcoming year. (In lieu of such a statement, the school may secure a surety bond or letter of credit equal to the scholarship funds for any quarter to be filed with the DOE)</li> <li>notify the DOE and the school district by May 1 of the preceding school year of its intent to participate in the program (the notice must specify the grade levels and services that the private school has available for students with disabilities)</li> <li>meet state and local health and safety laws and codes</li> <li>comply with antidiscrimination provisions of 42 U.S.C. s. 2000d, which prohibits discrimination based on race, color, or national origin</li> <li>be academically accountable to the parent for meeting the educational needs of the student</li> <li>employ or contract with teachers that meet any one of the following criteria: 1) hold a baccalaureate or higher degree, 2) have at least 3 years of teaching experience in public or private schools, or 3) have special skills,</li> </ul>

		<ul> <li>knowledge, or expertise in subjects taught</li> <li>comply with all state statutes relating to private schools</li> <li>adhere to the tenets of its published disciplinary procedures prior to the expulsion of any McKay</li> <li>Scholarship student</li> </ul>
9.	Who provides transportation for McKay Scholarship students?	If the parents choose a public school option:  Responsibility for transportation varies depending upon the public school option chosen by the parents of the eligible student. Listed below are the following options and transportation requirements:  • attendance at a public school within the school district that is consistent with the school board's choice plan. If this option is chosen, the school district is responsible for providing transportation to the public school selected by the parent.  • attendance at a public school within the school district that is not consistent with the school board's choice plan. If this option is chosen, the parents are responsible for providing transportation.  • attendance at a public school in an adjacent district that
10	What is the award amount	has space available and a program with services agreed to in the student's individual educational plan (IEP). If this option is chosen, the parents are responsible for providing transportation to the school in the adjacent district.  If the parents choose the private school option, the parents are responsible for the student's transportation.  The amount of the scholarship is equal to the amount the
10.	for a McKay Scholarship?	student would have received under the Florida Education Finance Program (FEFP) in the public school to which the student is assigned or the amount of the private school's tuition and fees, whichever is less.
11.	What options are available to parents when a private school requires a partial payment in order to reserve space for a student admitted to the	The DOE, prior to the first quarterly payment of the year in which the McKay Scholarship is awarded, may pay a partial payment to the private school. The maximum partial payment is \$1,000 and must be deducted from subsequent scholarship payments. The partial payment option is limited to one partial payment per student per year.
	school?	If a student decides not to attend the participating private school, the partial reservation payment must be returned to the DOE by the participating private school.

12.	How is a McKay Scholarship payment made?	Upon proper documentation by DOE, the Comptroller must make the scholarship payments in four equal installments (September 1, November 1, February 1, and April 15). The payment must be made by individual warrant payable to the student's parent and mailed by DOE to the chosen private school. The parent must restrictively endorse the warrant to the private school.  The DOE is responsible for verifying the student's initial admission acceptance and continued enrollment and attendance at the private school.
13.	Is the state beginning to regulate the private schools?	No. The inclusion of eligible private schools within the options available to public school students with disabilities does not expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of private schools beyond those necessary to enforce requirements expressly set forth in the law.
14.	What are the applicable statutes and rules?	Section 229.05371, F.S The John M. McKay Scholarship for Students with Disabilities Program
15.	Where can I get additional information?	Florida Department of Education Office of Public School Choice (850) 488-5011 or DOE Hotline 1-800-447-1636 www.floridaschoolchoice.org The Florida House of Representatives Council for Lifelong Learning (850) 414-6694 The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Opportunity Scholarships

Fact Sheet

2.	What is the Opportunity Scholarship Program?  Who is eligible for an	The Opportunity Scholarship Program (OSP) is a school choice program created by the Legislature in the 1999 Legislative Session. The program is part of the A+ Education Plan (Ch. 99-398, L.O.F.). Opportunity Scholarships are available for eligible students to attend the eligible public or private school of their choice.  A public school student is eligible for an Opportunity
	Opportunity Scholarship?	Scholarship in order to attend an eligible public or private school of their choice if one of the following criteria are met:  • the student spent the prior school year in attendance at a public school which was graded "F", and the school has had such low performance for two years in a four-year period;  • the student was in attendance elsewhere in the public school system and has been assigned to such a school; or  • the student is entering kindergarten or first grade and has been assigned to such a school.  (See the School Grading Fact Sheet.)
3.	Are private school students eligible for an Opportunity Scholarship?	No. The only students eligible for an Opportunity Scholarship are <i>current</i> public school students, or those students who are just entering the school system in kindergarten or first grade.
4.	When does the Opportunity Scholarship begin at a public school?	The OSP becomes available to students at a public school when that school has had two years of low performance in a four-year period. Under current law, "2 years in a 4 year period" means that in any year that a school has a grade of "F" the students in the school are eligible for Opportunity Scholarships if the school also has had a grade of "F" in any of the previous three years.
5.	What are the options available to a student under the Opportunity Scholarship Program?	Once a school has been designated as "F" for two years in a four-year period, eligible students have several options available to them, including:  attendance at a higher performing public school within the district;  attendance at a higher performing public school in an adjacent district, as long as space is available; and  attendance at an eligible private, sectarian or nonsectarian, school.
		Students at the designated "F" public school may choose to remain at that school.

6.	What is the school
	district's role in the
	Opportunity Scholarship
	Program?

School districts have certain obligations in the Opportunity Scholarship Program. For each student enrolled in or assigned to a school which has been graded "F" for two school years in a four-year period, the school district must:

- timely notify the parent or guardian of the student of all the options available to the student (options listed in prior question); and
- offer the student's parent or guardian the opportunity to enroll the child in a higher performing public school within the district. (The school must be graded "C" or higher.)

The school district must also provide locations and times for all students participating in the Opportunity Scholarship Program to take all required state assessments.

7. Are all private schools required to participate in the Opportunity Scholarship Program?

No. Private schools are not required to participate in the program. However, participation is open to all private schools that wish to take part in the program, as long as the schools meet the eligibility criteria set forth by law.

8. What must a private school do to become eligible to participate in the Opportunity Scholarship Program?

There are several criteria that a private school must meet to become eligible to participate in the Opportunity Scholarship Program. The private school must be located in Florida, may be sectarian or nonsectarian, and must do the following:

- demonstrate fiscal soundness by being in operation for one school year or provide the Department of Education (DOE) with a statement by a certified public accountant confirming that the school is insured and has sufficient capital to operate for the upcoming year;
- notify DOE and the school district of its intent to participate in the program by May 1 of the school year preceding the school year in which it intends to participate;
- comply with antidiscrimination provisions of 42 U.S.C. s.
   2000d, which prohibit discrimination based on race, color, or national origin;
- meet state and local health and safety laws and codes;
- accept the scholarship students on a random, religiousneutral basis without regard to the student's past academic history (preference may be given to siblings of other OSP students);
- be subject to the instruction, curriculum, and attendance criteria adopted by an appropriate nonpublic school accrediting body;
- be academically accountable to the parent for meeting the

educational needs of the child; furnish a school profile which includes student performance; employ or contract with teachers that meet any one of the following criteria: 1) hold a baccalaureate or higher degree, 2) have at least three years of teaching experience in public or private schools, or 3) have special skills, knowledge, or expertise in subjects taught; comply with all state laws relating to private schools; accept as full tuition and fees the amount of the scholarship provided by the state for each student; agree not to compel any Opportunity Scholarship student attending the private school to profess a specific ideological belief, to pray, or to worship; and adhere to the tenets of its published disciplinary procedures prior to the expulsion of any Opportunity Scholarship student. Yes. Students and their parents or guardians must comply with 9. Are there obligations for the following criteria to retain the scholarship: participation in the students must remain in attendance throughout the school Opportunity Scholarship year, unless excused for illness or good cause; Program? students must comply fully with the school's code of conduct; parents or quardians must comply fully with the private school's parental involvement requirements, unless excused for illness or good cause; and parents or quardians must ensure that their child takes all required state assessments. A participant who fails to comply with these requirements must forfeit their Opportunity Scholarship. The opportunity for a student to continue attending a higher 10. How long does an performing public school within the district or in an adjacent Opportunity Scholarship district remains in force until the student graduates from high last? school. The opportunity for a student to *continue* attending a private school remains in force until: 1) the student returns to the public school, or 2) if the student chooses to attend a private school that only offers classes through the 8th grade, until the student matriculates to high school and the public high school to which the student is assigned is a grade C or higher.

11. Are students with disabilities eligible for an Opportunity Scholarship? Do they receive additional funding?

Yes. Students with disabilities are eligible to receive an Opportunity Scholarship. In addition, these students remain eligible to receive services from the school district as provided by federal or state law.

The public or private school that provides services to students with disabilities will receive the weighted funding for such services at a level consistent with the provisions of s. 236.025, F.S.

12. Who provides transportation for students who choose an Opportunity Scholarship?

Responsibility for transportation varies depending upon the option chosen by the parent or guardian of the eligible student. Listed below are the following options and transportation requirements:

- attendance at a higher performing public school within the school district. If this option is chosen, the school district is responsible for providing transportation. School districts may utilize state categorical transportation funds or school choice incentive funds.
- attendance at a higher performing public school in an adjacent school district, as long as space is available. If this option is chosen, the parent or guardian is responsible for providing transportation. The State does not provide any transportation assistance.
- attendance at an eligible private, sectarian or nonsectarian, school. If this option is chosen, the responsibility for acquiring transportation belongs with the parent; however, if the private school chosen provides transportation, any fees which the school charges for providing the transportation are eligible for inclusion in the scholarship amount (refer to funding example in Question 13).

13. How much does a parent receive for a private school Opportunity Scholarship?

The actual amount of the scholarship is the calculated amount shown below or the amount of the private school's tuition and fees, whichever is less (eligible private school fees may include book fees, lab fees, and other fees related to instruction, including transportation).

The calculated maximum Opportunity Scholarship amount available to a parent of the student is a calculated amount equivalent to the following: the base student allocation (BSA) multiplied by the appropriate cost factor for the educational program that would have been provided for the student multiplied by the district cost differential (DCD). In addition, the calculated amount must include the per-student share of

	instructional materials (book) funding, technology funding, and other categoricals provided in the General Appropriations Act.  BSA x cost factor x DCD + categorical funds = calculated amount  Example of Student X's actual scholarship amount.  If the calculated amount for Student X using the formula above is: \$4,800  and the private school tuition and fees are: \$3,300 tuition - \$2,500 book fees - \$500 lab fees - \$0 transportation - \$300  Then, the actual amount of Student X's Opportunity Scholarship is \$3,300.
14. How is an Opportunity Scholarship payment made?	Upon proper documentation by DOE, the Comptroller must make Opportunity Scholarship payments in four equal installments (September 1, November 1, February 1, and April 1). The payment must be made by individual warrant payable to the student's parent or guardian and mailed by DOE to the chosen private school. The parent or guardian must restrictively endorse the warrant to the private school.  DOE is responsible for verifying the student's initial admission acceptance and continued enrollment and attendance at the private school.
15. Is the state beginning to regulate private schools?	No. The inclusion of eligible private schools within the options available to public school students does not expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of private schools beyond those necessary to enforce requirements expressly set forth in the law.
16. How many Opportunity Scholarships are being utilized in Florida?	During the 1999-2000 school year (the initial year of the OSP), students in only two public schools were eligible to participate in the Opportunity Scholarship Program (Spencer Bibbs Elementary and A.A. Dixon Elementary in Escambia County). There were 140 students at both schools that applied for an Opportunity Scholarship. Of these students, 57 students received scholarships to attend an eligible private school and 83 students chose to attend a higher performing public school. Since the initial year of the Opportunity Scholarship Program, no additional public schools have had

	performance low enough that their students were eligible to participate in the OSP.
17. What are the applicable statutes and rules?	Section 229.0537, F.S Opportunity Scholarship Program Section 229.0535(1), F.S Definition of "2 years in a 4-year period"
18. Where can I get additional information?	Florida Department of Education Office of Public School Choice (850) 488-5011 or DOE Hotline (800) 447-1636 www.floridaschoolchoice.org
	The Florida House of Representatives Council for Lifelong Learning (850) 414-6694
	The Florida House of Representatives  Committee on Education Innovation (850) 488-7451



## Public School Choice



		September 2001
1.	What is public school choice?	School choice is the practice of allowing parents to choose from among a variety of schools. Options that supplement public schools include magnet schools, schools-within-schools, alternative schools, year-round schools, dual enrollment, and controlled open enrollment. In Florida, "controlled open enrollment" means a public education delivery system that allows school districts to make student school assignments using parents' indicated preferential school choice as a significant factor. The idea behind school choice is that the competition for students among schools may increase the quality of educational services.
2.	Are districts required to offer school choice?	No. The 1996 Legislature required school districts to design a controlled open enrollment plan, but did not require districts to implement the plan. The controlled open enrollment program is offered in addition to the existing choice programs such as magnet schools, alternative schools, special programs, advanced placement, and dual enrollment.  School districts must adhere to federal desegregation requirements when implementing public school choice. A school district with schools operating on both multiple session schedules and single session schedules shall afford parents of students in multiple session schools preferred access to the controlled open enrollment program of the school district. In addition, each school district is required to develop a system of priorities for its plan.
3.	Has the state appropriated money for school choice?	In 1998 the Legislature appropriated \$5 million for public school choice incentive grants. The 1999 Legislature increased the amount to \$12 million, and the 2000 Legislature also appropriated \$12 million for the grants. The 2001 Legislature did not specifically appropriate funds for this purpose. These funds may be used to provide alternatives for public school students attending failing schools. (See the Opportunity Scholarships Fact Sheet.) The Department of Education makes these funds available through a competitive process to support school districts that choose to implement a controlled open enrollment plan. However, any district that receives a public school choice incentive grant in 1999-2000 and continues the program in 2000-2001 shall receive no less than the amount the district received in 1999-2000.

4.	Have any districts implemented public school choice open enrollment programs?	In 1997-98, Bay, Dade, Lee, Manatee, and St. Lucie received federal reform funds and piloted an open enrollment demonstration project known as the Public School Choice Model Grant Program. These five districts plus the following seven districts received incentive grants in 1998-1999: Flagler, Orange, Osceola, Pinellas, Sarasota, Seminole, and St. Johns. Except for Orange and Osceola, the same districts received grants during 1999-2000. In addition, Alachua, Brevard, Broward, Gadsden, Leon, Marion, Polk, and Santa Rosa districts received grants in 1999-2000.
5.	Are there reporting requirements for Florida's school choice programs?	The Commissioner of Education must develop an annual report on the status of school choice. The report is due 90 days prior to the convening of the regular legislative session.
		The 1999 Legislature added the requirement that each school district annually report the number of students applying for and attending the various types of public school of choice in the district, including schools such as magnet schools and public charter schools.
6.	What are the applicable statutes and rules?	Section 228.057, F.S Public school parental choice
7.	Where can I get additional information?	2000-2001 General Appropriations Act, S.A. 88  Department of Education Division of Public Schools Office of Public School Choice (850) 414-0780  Florida Department of Education Publications "Public School Parental Choice", October 1996
		"Annual Report: Public School Choice Controlled Open Enrollment Plans", December 1998  Department of Education Division of Public Schools Memorandum 00-019 "Public School Choice Open Enrollment Grant Application" August 18, 1999
		The Florida House of Representatives Committee on General Education (850) 414-9780



# Council for Lifelong Learning Florida Virtual High School

Fact Sheet

1.	What is Florida Virtual High School?	The Florida Virtual High School (FVHS), originally known as the Florida On-line High School, is a public on-line school serving students in the state of Florida. The virtual high school provides curriculum and instructional services over the Internet at no charge to Florida students, whether they are home education students, hospital/homebound students, public school students, or private school students.
2.	When did Florida Virtual High School get started?	The innovative web-based on-line high school was initiated in 1996, and officially launched in August 1997, by two school boards: Alachua and Orange Counties. During the 1997-1998 school year, they served students predominantly from the Orange and Alachua districts. Beginning in September of 1998, FVHS had affiliation agreements with 47 school districts. Currently, FVHS has affiliation agreements with all 67 school districts, and serves 2,800 students registered for 5200 courses. According to information furnished by FVHS, the school has a 70 percent course completion rate.
3.	How are the courses and delivery system designed?	The Internet interface allows students to access course information and exchange asynchronous communications with their teacher and/or other students at any time of the day or night, from any place that the student can access the Internet. Other delivery devices that are used include phone, fax, standalone software, print-based material, websites, and real-world experts.
		The courses are based on the Sunshine State Standards. Students may take different routes through their courses and show mastery in a variety of ways, depending upon their learning styles and previous knowledge of the subject. When first designed, learners could progress through courses at any pace; however, this feature was modified since the school works in conjunction with districts on a traditional calendar and credit system. In order for districts to give graduation credits and plan for a student, a time certain finish date was needed. Students must now specify whether they will work at a traditional, accelerated, or extended pace.
		Teachers can keep the content "alive" and current. In other words, teachers have the option of inputting current events and new graphical representations on an as needed basis for their students.

4.	How does a district participate?	Districts that wish to have their students participate in FVHS courses may enter into affiliation agreements, which provide that districts allow their students to enroll in FVHS course offerings and accept credit for successful completion of FVHS courses. Districts assign a district contact for correspondence between the district and FVHS, provide essential demographic data on students registered in FVHS courses, and recommend personnel to serve on FVHS Peer Review Committees.
5.	How does the governance and funding work?	The state has historically supported FVHS through funding: \$200,000 in 1996 (through a Department of Education Breakthe-Mold grant); and specific legislative appropriations since then: \$1.3 million in 1997; \$4.36 million in 1998; \$3.8 million in 1999; \$6.17 million in 2000; and \$6.17 million in 2001.
		The 2000 Legislature established a transitional governance structure with a board of trustees to govern FVHS. The board can adopt rules, policies, and procedures related to governance, personnel, budget and finance, administration, programs, curriculum and instruction, travel and purchasing, technology, students, contracts and grants, and property. They are authorized to enter into agreements with distance learning providers and may acquire, enjoy, use, and dispose of patents, copyrights, trademarks, licenses, rights and interests. Although the ownership of these remains with the state, the board has the full right of use and the right to retain any revenues derived from their use. Those funds must be used to support the school's research and development in order to improve courseware and services for students.
6.	What is the future of Florida Virtual High School?	During the 2001-2002 school year, FVH5 will offer 62 courses and only needs to develop a second half-credit physical education course to be able to offer a full high school curriculum. This course is scheduled to be offered in January, 2002. Projections for 2001-2002 are approximately 7,500 course registrations. Currently there are 52 classroom teachers. The maximum recommended teacher load is 130 course registrations per teacher for a fully developed course and 60 course registrations for a course still in development and being offered for the first time.
		In January of 2001, the board of trustees submitted to the Governor and Legislature a marketing and operational plan; recommendations regarding the unit cost of providing services to students; and recommendations regarding an accountability

mechanism to assess effectiveness of the FVHS services. In March of 2001, the Education Governance Reorganization Task Force recommended to the Legislature the optimal mission of FVHS and a methodology for its operation and funding to achieve that mission. Changes made by Ch. 2001-89, LOF, include moving the administration of the school to the Commissioner of Education's Office of Technology and Information Services, and providing that the mission of the Florida Virtual High School is to give students "high quality technology based educational opportunities to gain the knowledge and skills necessary to succeed in the 21st century." That mission also provides that the school must serve any student in the state who meets the profile for success in this educational delivery context with priority given to students needing expanded access to courses in order to meet their educational goals (such as home education students and students in inner-city and rural high schools who do not have access to higher-level courses), and students seeking accelerated access. Until 2003-2004, the Commissioner of Education is required to include the FVHS as a grant-in-aid appropriation in the department's legislative budget request. By fiscal year 2003-2004, the board has the responsibility for sustaining a selfsufficient delivery system through the Florida Education Finance Program (FEFP). They must aggressively seek avenues to generate revenue to support FVHS's future endeavors. The board's established procedures for enrollment of students must fairly resolve the issue of double funding students taking courses online. Section 228.082, F.S. -- Florida Virtual High School 7. What are the applicable Section 229.006(4)(e), F.S. -- Education Governance statutes and rules? Reorganization Task Force State Board of Education Rule 6A-1.099, F.A.C. -- Cooperative Projects and Activities The Florida Virtual High School 8. Where can I get 445 West Amelia Street additional information? Orlando, FL 32801 (407) 317-3326, Ext. 2742 http://fhs.net

The Florida House of Representatives
Committee on General Education
(850) 414-9780



# Sunshine State Standards



1.	What are the Sunshine State Standards?	The Sunshine State Standards were developed by the Department of Education (DOE) in 1994 to give parents, students, teachers, and school administrators a clear understanding of what skills and competencies Florida students should have in seven subject areas at certain stages of their school career. These standards are high levels of expectations for student achievement in Florida public schools for grades Pre-K to 2, 3-5, 6-8 and 9-12.
2.	What subject areas are covered in the Sunshine State Standards?	Sunshine State Standards subjects include mathematics, language arts, social studies, science, the arts, health and physical education, and foreign languages.
3.	Why are the Sunshine State Standards necessary?	The State Board of Education, the Florida Legislature, parents, teachers, and school administrators have been working to return to a system of high standards. A necessary part of returning to teaching high standards is to establish a clear picture of what students are expected to know and to measure student progress. The Sunshine State Standards are the foundation for a system of high standards and levels of achievement. With established standards at four combined grade levels, students can be monitored academically as they develop.
4.	How will students know that they are meeting the standards?	Students will be given the Florida Comprehensive Assessment Test (FCAT). The FCAT is a combination of criterion-referenced and norm-referenced components designed to measure how well students are learning the skills and competencies outlined in the Sunshine State Standards. FCAT tests are administered in grades 3-10. (See the Florida Comprehensive Assessment Test Fact Sheet.)  Students enrolling in the 9th grade in the fall of 1999 and thereafter must earn a passing score on the 10th grade FCAT in order to graduate with a high school diploma. Assessments for each grade level must be capable of measuring each student's mastery of the Sunshine State Standards for that grade level and above, and must measure the annual progress of mastery of the Sunshine State Standards.
5.	How were the Sunshine State Standards developed?	The DOE began developing the Sunshine State Standards in 1994 with the help of teachers, school administrators, business leaders, nationally-known education experts, and representatives of professional organizations. Extensive

		research and development was conducted on content, competencies, and instructional practices culminating in the Sunshine State Standards in early 1996. The use of the Sunshine State Standards as the foundation of student performance and the FCAT as the tool for evaluation and demonstration of those standards, were passed into rule by the DOE.
6.	What are the applicable statutes and rules?	Section 229.565, F.S Educational evaluation procedures Section 229.57, F.S Student assessment program
		Rules 6A-1.09401, F.A.C Minimum student performance standards
7.	Where can I get additional information?	Florida Department of Education Division of Public Schools (850) 488-2601 www.firn.edu/doe/
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694
		The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Florida Comprehensive Assessment Test (FCAT)

Fact Sheet

1.	What is the Florida Comprehensive Assessment Test?	The Florida Comprehensive Assessment Test (FCAT) is a combination of norm-referenced and criterion-referenced items that require students to produce information or perform tasks in such a way that the Sunshine State Standards skills and competencies can be measured. FCAT is an integral part of Florida's overall plan to increase student achievement through higher standards. The Sunshine State Standards outline the skills and competencies Florida students should have in seven subject areas at certain stages of their school career. Florida law requires that student achievement testing be administered annually in grades 3 through 10. (See the Sunshine State Standards Fact Sheet.)
2.	In what grades is FCAT administered?	<ul> <li>The FCAT is administered in grades 3 through 10 as follows:</li> <li>mathematics tests (administered in grades 3 through 10) include information related to other Sunshine State Standards content areas of the arts, social studies, science, foreign language, and physical education. These tests are multiple choice and short-answer/long-answer performance tasks.</li> <li>reading tests (administered in grades 3 through 10) use various books and publications that students should be able to read at their grade level. These tests are multiple-choice and short-answer/long-answer performance tasks.</li> <li>writing test (administered in grades 4, 8, and 10) requires students to prepare original essays on various topics that are scored on a rubric of 1 to 6.</li> <li>Students enrolling in the 9th grade in the fall of 1999 and thereafter must earn a passing score on the 10th grade FCAT in order to graduate with a high school diploma.</li> <li>Science assessment is to begin statewide in 2003 and will be administered in grades 5, 8, and 10. (See the Testing Fact Sheet.)</li> </ul>
3.	When is FCAT administered?	First administered in January 1998, local districts determine when the FCAT is to be administered; however, the law requires the Commissioner of Education to establish a schedule for the administration of the FCAT that provides the latest possible administration and the earliest possible results.

4.	How was the FCAT developed?	<ul> <li>The FCAT test dates for the 2001-2002 school year are as follows:</li> <li>FCAT writing test - February 12, 2002;</li> <li>FCAT reading and math tests - March 11-13, 2002 (makeup dates on March 14, 15 and 18, 2002).</li> <li>The Florida Department of Education's Assessment and Evaluation Services Section developed the FCAT in conjunction with classroom teachers, curriculum experts, administrators, and citizens.</li> </ul>
5.	How is the FCAT scored?	A student's multiple-choice questions are machine scored using a computer program that reads a student's bubbled-in answers. Trained evaluators using a hand scoring process score performance task answers. The handscores are then combined with the computer-generated scores.
6.	Once compiled, what do the scores mean?	The FCAT scores are reported on a cut-score scale of 100 to 500. Cut-scores are linked to one of five achievement levels as established by rule, with level one being the lowest level and level five being the highest level.  Initially, the Department will use a lower cut-score scale to determine performance, giving students and teachers additional time to transition to the use of the FCAT. The cut-score scale will be increased for tests administered in 2002 and beyond to reflect the scores recommended by over 90 teachers involved in helping to establish FCAT cut-scores.
7.	How will a student's scores be used?	As a part of the Student Assessment Program, FCAT data is used to assist in identifying student progress towards mastery of the Sunshine State Standards, the learning gains of students, and for use in determining school performance grade categories. (See the School Grading System Fact Sheet.)
8.	What are the applicable statutes and rules?	Section 229.592, F.S Implementation of state system of school improvement and educational accountability Section 229.053, F.S General powers of state board Section 229.0535, F.S Authority to enforce school improvement Section 229.57, F.S Student assessment program Section 229.591, F.S Comprehensive revision of Florida's system of school improvement and educational accountability  Rule 6A-1.09422, F.A.C Florida Comprehensive Assessment Test Rule 6A-1.09981, F.A.C Implementation of Florida's System of School Improvement and Educational Accountability

## 9. Where can I get additional information?

Florida Department of Education Division of Public Schools (850) 488-8198 www.firn.edu/doe

The Florida House of Representatives Council for Lifelong Learning (850) 414-6694

The Florida House of Representatives Committee on Education Innovation (850) 488-7451



# Council for Lifelong Learning School Recognition Program

Fact Sheet

1.	What is the Florida School Recognition Program?	The Florida School Recognition Program (program) was created in 1997 to provide increased autonomy and financial awards to schools that have sustained high student performance OR to schools that demonstrate substantial improvement in student performance. The A+ Legislation
2.	Which schools are eligible for recognition under this program?	greatly expanded this program and standardized criteria for awards.  Schools that receive an "A" OR schools that improve at least one letter grade from the previous year are eligible for recognition and financial awards. Schools that receive an "A"
3.	What is meant by	or schools that improve at least <b>two</b> letter grades are eligible for increased autonomy.  Schools that meet the criteria for increased autonomy may be
	"increased autonomy"?	given deregulated status as outlined in s. 228.0565 (5), (7), (8), (9), and (10), F.S. They may be exempt from all statutes of the Florida School Code, except those pertaining to civil rights and student health, safety, and welfare. In addition, they have greater authority over the school's total budget, including, but not limited to, allocation of instructional staff and the acquisition of instructional materials, equipment, and technology. The total school budget includes funds generated from the FEFP, state categoricals, lottery funds, grants, and local funds.
4.	Are schools that do not receive a letter grade eligible for school recognition?	No. Section 231.2905(4), F.S., specifies that the School Recognition Program use school grades to determine eligibility. In addition, the Department of Education's rules guiding the program also require schools to have a designated school grade to participate in the program.
5.	Do schools have to apply to receive the award?	Award schools will be asked to provide information on successful programs and practices to share with other schools. Their eligibility for an award is based solely on the criteria specified above.
6.	What is the award amount for each school?	Award amounts are equivalent to \$100 per student based on the school's prior year enrollment.
7.	How many schools are eligible for school recognition this year?	The Department of Education reports that 842 schools are eligible for \$76.4 million in recognition and financial awards for the 2001 School Recognition Program. In the 1999-2000 school year, 1,015 schools received a total of \$80.7 million. This included 924 improved schools and 91 sustained "A" schools. Of the improved schools, 573 improved one

	**************************************	performance grade, 312 improved two grades, 37 improved
		three grades, and two schools improved four grades.
8.	How may the funds from this program be used?	The funds may be used for nonrecurring bonuses to the faculty and staff, nonrecurring expenditures for educational equipment or materials, or for temporary personnel to assist the school in maintaining or improving student performance.
9.	Who decides how the award will be used?	The school's staff and the school advisory council (SAC) jointly decide the use of the funds within the above stated purposes. Local schools are free to develop a process for reaching a decision, bearing in mind that the school staff and SAC must approve the planned use of funds. The decision at the school level must not conflict with any state policies on expenditures of these funds.
10.	May schools share their award with other school(s)?	Yes. Schools may decide to share their awards with feeder schools, low performing schools, and new schools receiving faculty and students from the award school. The decision must be approved by the school staff and the SAC. The funds should still be expended for the purposes outlined in law.
11.	May faculty and staff who were at the school in 2000-2001, but who are no longer there, receive a bonus?	Yes, if the staff and SAC currently at the awarded school make that decision.
12.	Are these funds subject to collective bargaining?	No. According to s. 231.2905(3) F.S., "Notwithstanding statutory provision to the contrary, incentive awards are not subject to collective bargaining."
13.	Must all the funds be spent in the same fiscal year?	There is no time limit for the expenditure of funds. To maximize their benefits, it is good practice to spend performance awards in the same year they are received.
14.	What are the applicable statutes and rules?	Section 231.2905, F.S Florida School Recognition Program Rule 6A-1.09981(8), F.A.C SBE definition on school autonomy
15.	Where can I get additional information?	Florida Department of Education Division of Public Schools (850) 488-2601 www.firn.edu/doe
		Florida Department of Education Assessment & Evaluation Services (850) 488-0158 or 487-3940
		The Florida House of Representatives

#### School Recognition Program

Council for Lifelong Learning (850) 414-6694	
The Florida House of Representatives Committee on Education Innovation	
(850) 488-7451	



# Council for Lifelong Learning School Grading System

#### Fact Sheet

September 2001

 What is the recent history of school performance ratings in Florida? In 1991, with the enactment of the School Improvement and Education Accountability Act, the state committed to developing and implementing a system of "stringent education accountability," and ensuring that "unsuccessful schools" were provided assistance and intervention, and that actions would be taken when schools did not improve.

In the fall of 1995, the State Board of Education (SBE) unanimously adopted a rule proposed by the Department of Education (DOE) defining criteria for identifying schools with critically low student performance. Initially, the criteria used for determining a school's performance level were student's scores on Reading Comprehension and Math Concepts/Applications subtests, comparable data on the communications and math sections of the High School Competency Test (HSCT), and proficiency in writing on the Florida Writes! assessment. In the 1998-1999 school year, the Florida Comprehensive Assessment Test (FCAT), in conjunction with the Florida Writes! assessment, replaced the prior student performance measures. (See the FCAT Fact Sheet and the Testing Fact Sheet.)

In the fall of 1998, the SBE adopted another rule proposed by DOE, which would create five school performance levels. (Level I was the lowest performing level and Level V was the highest performing level). These levels are based upon student performance on the FCAT and other select performance indicators (Rule 6A-109981, F.A.C.). This rule raised the bar on school performance by making it more difficult to move from one performance level to the next. If a school was deemed to be Performance Level I (compatible with a prior critically low performing designation), the school had to improve student performance in one of the three measured areas, while at least maintaining student performance levels in the other two areas.

According to DOE, this rule was never implemented because of the passage of the A+ Plan in the 1999 Legislative Session.

In 1999, the Legislature passed the A+ Education Plan (Ch. 99-398, L.O.F.). This legislation expanded upon the concept of school performance ratings. Schools would now be graded on

the basis of letter grades (A-F). For purposes of implementing the Opportunity Scholarship Program, school grades "A" - "F" for the 1998-1999 school year are equivalent to corresponding School Performance Levels "V" - "I" . (See the Opportunity Scholarship Fact Sheet.)

The A+ Education Plan also created School Improvement Ratings. These ratings indicate whether a school's performance improves, remains the same, or declines. DOE must annually publish both the School Grade and School Improvement Rating in an easy-to-read report card for parents.

In 2001, the Legislature amended current law (s. 229.57, F.S.) to establish the framework for how school grades will be determined in the future. Beginning with the 2001-2002 school year and thereafter, a school's performance grade must be based on a combination of student achievement scores; student learning gains as measured by the FCAT assessed in grades 3-10; and improvement of the lowest 25<sup>th</sup> percentile of students in the school in reading, math, or writing on the FCAT, including Florida Writes!, unless these students are performing above satisfactory performance.

This legislation (Ch. 2001-90 L.O.F.) provides that in order for a school to receive a school grade of "C," the school must be able to demonstrate that adequate progress has been made by students in the school who are in the lowest 25<sup>th</sup> percentile in reading, math, or writing on the FCAT, including Florida Writes!, unless these students are performing above satisfactory performance. In addition, the Commissioner of Education must establish a schedule for the administration of the statewide assessment that provides the latest possible administration and the earliest possible results.

2. What are the different school grade categories?

School grades are identified by the following:

- "A," schools making excellent progress
- "B," schools making above average progress
- "C," schools making satisfactory progress
- "D," schools making less than satisfactory progress
- "F," schools failing to make adequate progress
- 3. What criteria are used for determining a school's grade?

Beginning in the 2001-2002 school year and thereafter, a school's grade is based on the following:

- student learning gains as measured by the FCAT in grades 3 through 10;
- improvement of the lowest 25<sup>th</sup> percentile of students in

		the school in reading, math, or writing on the FCAT, including Florida Writes! unless these students are performing above satisfactory performance; and students meeting minimum performance standards.
4.	What is meant by a student's annual "learning gain?"	Learning gain means the degree of learning achieved by one student as compared to himself or herself in a year's worth of time. Beginning with the 2001-2002 school year, learning gains will become the primary performance criteria for a school's grade. The DOE will determine a student's learning gain by comparing a student's FCAT scores at the end of one year to the student's FCAT scores at the end of the prior school year. The increase in student learning over that one-year period will represent that student's learning gain.
		By comparing a student's scores to himself or herself over time, a more accurate picture of actual student performance can be achieved.
5.	Are all students' test scores counted toward a school's grade?	According to s. 229.57(3)(b)7., F.S., all students must participate in the statewide testing program, except as otherwise prescribed by the Commissioner. According to DOE, all students' test scores are included in a school's grade, including students who are: language impaired, speech impaired, gifted, hospital homebound, and limited English proficient (LEP) students who have been in an English for Speakers of Other Languages (ESOL) program for more than two years.  The only exceptions to the testing requirements apply to severely disabled students classified in Support Levels III through V of the Exceptional Student Education categories, LEP students who have been in ESOL programs for less than two years, and students in Department of Juvenile Justice
6.	Are all schools graded?	(DJJ) commitment facilities.  All public schools, including charter schools, receive a school grade. DOE has established a policy of not grading schools that do not have a statistically significant testing population, DJJ facilities, or schools that provide short-term alternative education programs.
7.	Can a school receive a high grade by concentrating on its highest achieving students at the expense of others?	No. According to s. 229.57(8)(b), F.S., a school's grade must not only include the aggregate scores of all eligible students who have been assessed on the FCAT, but also the aggregate scores of all eligible students who have scored at or in the lowest 25th percentile of students in the school in reading, math, or writing on FCAT, including Florida Writes!, unless these students are performing above satisfactory

	of others?	performance. Thus, each district should concentrate on improving the scores of each subgroup of its lowest
		In addition, in order to attain at least a "C," a school must be able to demonstrate that adequate progress has been made by students in the school who are in the lowest 25 <sup>th</sup> percentile in reading, math, or writing on the FCAT, including Florida Writes!, unless these students are performing above satisfactory performance.
8.	What are school	School improvement ratings are indicators of whether a
	improvement ratings?	school's performance has improved, remained the same, or
	1	declined from one year to the next. The ratings are based on
		a comparison of the current year's and previous year's student and school performance data.
9.	Are there rewards or	Yes. Schools which receive an "A," making excellent progress,
	sanctions for schools that	are rewarded in the following ways:
	make certain grades?	are eligible for school recognition awards. These awards may be for up to \$100/student;
		will be given deregulated status, if requested (See the
		Deregulation of Public Schools Fact Sheet.); and
		will be given greater budget authority.  Calculate that improve at least and a second se
		Schools that improve at least one grade are eligible for school recognition awards.
		Schools that improve at least 2 letter grades are rewarded in the following ways:
		will be given greater budget authority, and
		• may be given deregulated status if they also meet the
		criteria for the Florida School Recognition Program. (See the Florida School Recognition Program Fact Sheet.)
		Schools (or districts with schools) which receive a "D" or "F" are eligible for the following:
		DOE intervention and assistance and funding;
		a community assessment team to make recommendations
		for intervention and assistance to improve the school's performance;
		<ul> <li>priority to receive technical assistance and training services from DOE;</li> </ul>
		<ul> <li>priority in the use of Supplemental Academic Instruction</li> </ul>
		funds (See the Supplemental Academic Instruction Fact
		<ul><li>Sheet.);</li><li>district intervention and assistance;</li></ul>
		<ul> <li>district authority to declare an emergency and to</li> </ul>

10. How do parents find out about a school's grade?	negotiate special provisions to free the schools from contract restrictions which limit the school's ability to improve student performance; and  • SBE resources and assistance.  Schools which receive an "F" for two years in a four-year period must offer their students participation in the Opportunity Scholarship Program. (See the Opportunity Scholarships Fact Sheet.)  The DOE and the school districts are required to annually publish school grades and school improvement ratings. Parents
about a schools grade;	and guardians are entitled by law to an easy-to-read report card which gives information on both the school grade and rating of the school in which their child is enrolled.
11. What are the school grades in the state?	"A"         "B"         "C"         "D"         "F"           1998-1999         203         314         1236         613         78           1999-2000         551         290         1154         389         4           2000-2001         568         429         1112         293         0
12. What are the applicable statutes and rules?	Section 229.0535, F.S SBE Intervention Section 229.0537, F.S Opportunity Scholarship Program Section 229.57(7) & (8), F.S School Grades Section 229.57(9), F.S School Improvement Ratings Section 229.57(10), F.S School Report Cards Section 229.592, F.S School Improvement and Education Accountability Section 231.2905, F.S Florida School Recognition Program Section 236.08104, F.S Supplemental Academic Instruction Rule 6A-1.09422, F.A.C FCAT Requirements
13. Where can I get additional information?	Rule 6A-1.09981, F.A.C School Performance Levels  Florida Department of Education Assessment & Evaluation Services (850) 487-1893 www.firn.edu/doe  Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives Committee on Education Innovation (850) 488-7451



#### Council For Lifelong Learning

#### Testing

Fact Sheet

September 2001

1.	What is the purpose of
	the statewide testing
	program?

The primary purposes of the statewide assessment system are (1) to provide information needed to improve the public schools by maximizing the learning gains of all students and (2) to inform parents of the educational progress of their public school children.

Florida Statutes require the assessment program to be designed to:

- assess the annual learning gains of each student toward achieving the Sunshine State Standards;
- provide data for making decisions regarding school accountability and recognition;
- identify the educational strengths and needs of students and the readiness of the students to be promoted to the next grade level or to graduate with a standard high school diploma;
- assess how well educational goals and performance standards are met at the school, district, and state levels;
- provide information to aid in the evaluation and development of educational programs and policies; and
- provide information on the performance of Florida students compared with others across the United States.

# 2. What is the history of the statewide testing program?

The Educational Accountability Act of 1976 outlined a system for defining and measuring the attainment of educational objectives and competencies in basic communications and mathematics functions. Minimum student performance skills—which were based on minimum objectives and were developed cooperatively by the staff of the Division of Public Schools; Florida Department of Education (DOE); faculty of the state universities and community colleges; school district teachers; curriculum and testing supervisors and administrators; and, laypersons—were initially approved by the State Board of Education in 1977.

In 1989 and 1990, the State Board of Education approved the most recent version of the minimum performance skills, which are effective for school years 1994-1995 through 1998-1999. The High School Competency Test (HSCT), first administered in October 1994, was designed to assess these minimum competencies. The HSCT is currently being phased out and

replaced by the Florida Comprehensive Assessment Test (FCAT) as a requirement for receiving a standard diploma. The FCAT measures student performance standards that represent "world-class" competencies, rather than minimum competencies measured by the HSCT.

The State Board of Education was required by legislation passed during the 1993 Legislative Session to develop and implement a common placement testing program to assess the basic computation and communication skills of students who intend to enter a degree program at any public community college or state university. The College Board was awarded a contract to prepare core placement tests in the areas of reading, writing, and elementary algebra. In July 1995, the postsecondary institutions began implementing the common placement test program.

In 1994, the Department of Education began developing "Sunshine State Standards" in the areas of reading, writing, mathematics, science, history, government, geography, economics, and computer literacy. These standards are a comprehensive listing of what students should know and be able to do as they progress through school and are intended to be student performance standards that represent "world-class" competencies, rather than *minimum* competencies represented by previous standards.

In 1996, the Sunshine State Standards were approved by the State Board of Education and were implemented in every school and school district. Florida Writes! and the Florida Comprehensive Assessment Test (FCAT) were designed to measure how well students in grades 4, 5, 8, and 10 achieve these standards in the areas of writing, reading, and math.

The A+ Education Plan provided for the phased-in expansion of the administration of the FCAT to grades 3 through 10 (Ch. 99-398, L.O.F.). In addition, science proficiency must be measured statewide beginning in 2003. The Legislature also made the FCAT a high-stakes test by linking student FCAT performance to school grades, teacher and administrator bonuses, and high school graduation requirements. (See the FCAT Fact Sheet, the School Grading System Fact Sheet, the Merit Pay Fact Sheet, and the Graduation Standards Fact Sheet.)

3. What tests are Florida students required to take?

#### Norm-Referenced Tests (NRT)

A locally determined, norm-referenced test in reading and mathematics is administered at the elementary and middle school levels. As of 1998, these tests were no longer required by the state, but could be administered at the option of the local school board. However, in 1999, the A+ Plan required that the FCAT contain norm-referenced components. Beginning in the 1999-2000 school year, the Stanford 9 became the norm-referenced component for the FCAT and was administered to all students in grades 3 through 10.

The Florida College Entry Level Placement Test (FCELPT) Common Placement Tests (CPTs) are the assessment tools used to implement the Florida college entry-level-placement testing (FCELPT) program required by the 1993 legislation. A student has the opportunity to take the CPT in the 10th grade and again upon entering a community college or university. A student may not be enrolled in a college credit mathematics or English course unless the student has demonstrated adequate pre-collegiate preparation on the section of the CPT that is appropriate for successful student participation in the course.

#### The High School Competency Test (HSCT)

The state-designed High School Competency Test (HSCT) is required to be administered at the beginning of grade 11. Passage of both the communications and mathematic sections of the HSCT is a requirement for high school graduation\*. Eleventh grade students who do not pass the HSCT on the first administration have additional opportunities to take and pass the test.

\* Beginning in the fall of 1999, students who enroll in the 9th grade must earn a passing score in reading, writing, and mathematics on the grade 10 FCAT in order to qualify for a regular high school diploma.

#### Florida Comprehensive Assessment Test (FCAT)

The Florida Comprehensive Assessment Test (FCAT) is a criterion-referenced and norm-referenced assessment that is designed to measure how well students achieve skills and competencies included in the Sunshine State Standards. The FCAT was first administered in the 1997-98 school year.

In the 2001-2002 school year, the FCAT will be administered

statewide to grades 3 through 10 in the areas of reading, writing, and mathematics. In the 1999-2000 school year, the Stanford 9 was added as the norm-referenced component of the test. Science assessment is to begin statewide by 2003 and will be administered in grades 4, 8, and 10.

#### Florida Writes!

The achievement of Sunshine State Standards for writing is measured by the state-designed Florida Writes! Assessment, which is administered in grades 4, 8 and 10. The Florida Writes! Assessment became part of the FCAT in the 2000-2001 school year. (See the FCAT Fact Sheet.)

#### National Assessment of Educational Progress (NAEP)

The Commissioner of Education is required to provide for school districts to participate in the NAEP, a norm-referenced, periodic assessment of what students know and how students perform in various subjects, or a similar program that provides a state-by-state comparison. The norm-referenced assessment is required to only be administered to a sample of students. Florida will participate in the 2001 administration of the National Assessment of Educational Progress. The 2001 administration has two components: 1) a national sampling administration in history and geography; and 2) a smaller-scale field test administration in reading and writing. The national sampling administrations were conducted from January through March 2001. The field test administrations were conducted from February through March 2001.

### 4. When do children take these required tests?

Beginning in the 2000-2001 school year:

Grade 3	FCAT - reading and math
Grade 4	FCAT - reading, math, and writing (science
	beginning in 2003)
Grade 5	FCAT - reading and math
Grade 6	FCAT - reading and math
Grade 7	FCAT – reading and math
Grade 8	FCAT – reading, math, and writing (science
	beginning in 2003)
Grade 9	FCAT - reading and math
Grade 10	FCAT - reading, math, and writing (science
	beginning in 2003) *Students who entered as
	freshmen in fall 1999-2000 school year must earn
	a passing score on the grade 10 FCAT in order to
	receive a standard high school diploma
Grade 11	HSCT, CPT (optional) *Students who entered as

		freshmen <u>prior</u> to 1999-2000 school year must earn a passing score to receive a standard high school diploma.
5.	What are the applicable statutes and rules?	Section 229.053, F.S General powers of state board Section 229.0535, F.S Authority to enforce school improvement Section 229.57, F.S Student assessment program Section 229.591, F.S Comprehensive revision of Florida's system of school improvement and educational accountability Section 229.592, F.S Implementation of state system of school improvement and educational accountability 6A-1.09401, F.A.C Student Performance Standards 6A-1.0942, F.A.C State Student Assessment Test Requirements for Graduation from High School 6A-1.09421, F.A.C High School Competency Test Requirements 6A-1.09422, F.A.C Florida Comprehensive Assessment Test Requirements 6A-1.09981, F.A.C Implementation of Florida's System of School Improvement and Accountability
6.	Where can I get additional information?	Florida Department of Education Assessment & Evaluation Services (850) 488-8198 www.firn.edu/doe  The Florida House of Representatives Committee on Education Innovation (850) 488-7451  The Florida House of Representatives
		Council for Lifelong Learning (850) 414-6694



### Council for Lifelong Learning

#### School Safety

Fact Sheet

September 2001

 What is the history of public school safety legislation in Florida? School safety has been a priority issue of the Legislature for several years. Most recently, legislation has been adopted which addresses issues ranging from teacher authority and enforcement of attendance to zero tolerance policies and school size.

In 1996, the Legislature passed several bills that dealt with school safety. The following provisions were included in 1996 legislation:

- teachers were given greater authority to remove disruptive students from the classroom;
- teachers were authorized to use reasonable force to protect themselves and other students from injury;
- charter schools, which can provide an alternative educational environment for students with disciplinary and learning problems, were authorized; (See the Charter Schools Fact Sheet.)
- school boards were authorized to hire school safety officers; and
- a statewide toll-free school safety hotline was created.

In 1997, the Legislature passed a large school safety bill (Ch. 97-234, L.O.F.). This legislation:

- required students up to 18 years of age to notify the school in writing of their intent to drop out of school (In 1998, this law was amended to include parental consent of termination also);
- allowed for driving privileges of habitually truant students to be withheld or revoked;
- provided zero tolerance policies for crime, drugs, alcohol, and weapon possession;
- allowed school districts to require students to recite a daily conduct pledge relating to respect, honesty, and nonviolence;
- strengthened language related to habitual truancy; and
- required the court to order the parent of a habitually truent child to send the child to school.

In 1999, the Legislature passed school safety and truancy reduction measures as part of the A+ Education Plan (Ch. 99-398, L.O.F.). The following school safety issues were included:

- required the superintendent to be responsible for the enforcement of school attendance;
- established the contact, refer, and enforce policy to ensure regular school attendance;
- required dropout prevention and academic intervention programs to include character development education, and students in second chance schools to complete a character education program in order to return to a traditional classroom setting; and
- expanded dropout prevention and academic intervention programs to include eligible students in grades 1 through 3 (in addition to grades 4 through 12).

Chapter 99-284, L.O.F., requires a minor charged with possessing or discharging weapons or firearms on school property to be held in detention after being taken into custody.

Chapter 2000-235, L.O.F., provides for the following:

- creates the Partnership for School Safety and Security responsible for evaluating school safety programs and fostering coordination of best practices among schools;
- adds bomb threats to the zero tolerance policy requiring one year expulsion;
- requires principals to document all safety-related incidents and use standardized reporting forms to verify the accuracy of the information;
- allows teachers to immediately remove disruptive students from the classroom while reducing unnecessary and burdensome paperwork requirements;
- requires school boards to adopt policies for emergency management and emergency preparedness procedures;
- requires superintendents and community college presidents to provide the floor plans for their educational facilities to the appropriate law enforcement agency and fire department;
- requires schools not under contract by July 1, 2003, to be constructed to "small school" standards unless operated as a school-within-a-school; and
- allows superintendents to file a truancy petition earlier.

Chapter 2001-125, L.O.F., includes the following school safety provisions:

 prohibits students who are found to have committed certain felony offenses against another student from

- attending the same school or riding on a school bus with the victim or the victim's sibling;
- links a principal's eligibility for performance pay incentive money to fulfilling his or her responsibilities to students who have been victimized by another student who attends the same school or rides the same school bus;
- enhances the existing guidelines for the fair treatment of victims by ensuring that victims are notified of their rights;
- requires each school district to conduct a self-assessment of its current safety and security practices; and
- requires each school board to review its school district's self-assessment results at a publicly noticed school board meeting.

The 2001 Legislature also passed the Barry Grunow Act (Ch. 2001-180, L.O.F.), which provides designated benefits for any Florida teacher or school-based administrator who is killed while engaged in the performance of teaching or school administrator duties. (See the Barry Grunow Act Fact Sheet, the Truancy Fact Sheet, and the Dropout Prevention Fact Sheet.)

## 2. What disciplinary authority do teachers have?

According to s. 232.27, F.S., teachers and other instructional personnel have the authority to take any of the following actions to ensure safety in class and at school:

- establish classroom rules of conduct and establish and implement consequences for infractions;
- have disobedient, disrespectful, violent, abusive, or disruptive students temporarily removed from the classroom for behavior management intervention;
- have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district personnel;
- assist in enforcing school rules;
- request and receive immediate assistance if a student becomes uncontrollable;
- press charges for a crime committed against the teacher;
- use reasonable force to protect the teacher and others from injury; and
- use corporal punishment according to the school board policy and procedure.

According to s. 232.271, F.S., a teacher may remove from class a student whose behavior the teacher determines interferes

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		with the teacher's ability to communicate.
		A student who is removed from the classroom for reasons listed above may be placed in another classroom, in in-school suspension, in a dropout prevention program, in out-of-school suspension, or expelled. Teachers may also request training in classroom management, violence prevention, conflict resolution, etc.
3.	How does the toll-free safety hotline work?	Section 230.23185, F.S., authorizes DOE, in conjunction with the Florida Sheriff's Association to set up a toll-free safety hatling to allow students on staff to approximately report any
		hotline to allow students or staff to anonymously report any activity that would affect the well-being and safety of the school population. If a complaint is received, the school is notified. If the complaint concerns an actionable offense, the school is notified within a time frame that allows an effective response.
4.	What are school safety	School Safety Officers
	officers and school resource officers?	A school safety officer is a law enforcement officer who may be employed by the school board. A school district may commission one or more school safety officers for the protection and safety of school personnel, property, and students within the school district. The power and authority of a school safety officer are prescribed by s. 230.23175, F.S.
		School Resource Officers
		A school resource officer is a law enforcement officer who is employed by a law enforcement agency. The duties of a school resource officer, if employed by a district, are prescribed by s. 230.2318, F.S. School resource officers are paid by funds from the Safe Schools allocation. The local school board determines whether a school needs a resource officer and whether to expend Safe Schools funds for such a need.
5.	Do districts receive funding for school safety programs?	Safe Schools Appropriation In the 2001-2002 GAA, School Safety was specifically funded at \$75.4 million (Specific Appropriation 118). These funds are allocated by a formula based on the Florida Crime Index and based on each district's share of the state's total weighted student enrollment. Proviso language defines Safe Schools activities as: (1) after school programs for middle school students, (2) improvements to enhance the learning environment, including implementation of conflict resolution strategies, (3) alternative school programs for adjudicated youth, and (4) other programs to make the school a safe place to learn. Safe Schools money is distributed to the district, and is then distributed to each school based on need (as

		determined by the district). Districts have great flexibility in the use of Safe Schools dollars.
6.	What are second chance schools?	Second chance schools are school district programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses.
7.	How does Florida keep track of the safety incidents which occur at schools?	The School Environmental Safety Incident Reporting System (SESIR) was established statewide in the 1995-96 School Year to assist schools, districts, and staff of the DOE in assessing major need areas and the extent and nature of problems in school safety. The SESIR system requires schools to report serious safety incidents of 21 types that occur on school grounds, on school transportation, or off-campus at school-sponsored events when a student is involved. Definitions of incident types are based on those used for the Florida Department of Law Enforcement Uniform Crime Reporting System. Incidents that occur any day of the year and any hour of the day or night are to be reported, even if a student was not involved. With the assistance of eight pilot districts, the system was designed to meet statewide reporting needs and to give districts as much flexibility as possible to develop systems that meet local reporting needs. The SESIR system fulfills the reporting requirement of Goal 5 of Florida's System for School Improvement and Accountability: achieving a safe learning environment.  Chapter 2000-235, L.O.F, requires the DOE to establish by
		October 1, 2000, a mechanism to improve the reliability and accuracy of SESIR reports.
8.	What is the Partnership for School Safety and Security?	Section 229.8347, F.S., establishes the Partnership for School Safety and Security (Partnership). The Partnership is an independent, nonpartisan body assigned to DOE for administrative purposes. The 11 member Partnership is responsible for evaluating school safety programs, creating an electronic clearinghouse of best practices, assessing the implementation of best practices, training staff, and fostering coordination among schools.

9.	What are the applicable statutes and rules?	Section 232.17, F.S "Contact, Refer, Enforce" Section 232.25, F.S Daily Conduct Pledge
	Statutes and Pales?	Section 232.19(1)(b), F.S Driver's License
		Section 230.2316, F.S Dropout Prevention and Academic
		Intervention Programs:
		Sections 39.01 and 232.19, F.S Habitual Truancy
		Section 229.8347, F.S Partnership for School Safety and
		Security
		Sections 229.592 and 232.26, F.S Principal's Authority
		Section 232.01(1)(c), F.S School Attendance
		Section 229.591(3)(e), F.S School Advisory Council
		Section 230.2318, F.S School Resource Officers
		Section 230.23175, F.S School Safety Officers
		Section 230.2316(3)(d)1., F.S Second Chance Schools
		Sections 232.17 and 232.19, F.S Superintendent's Authority
		Sections 232.27 and 232.271, F.S Teacher's Authority
		Section 230.23185, F.S Toll-free Safety Hotline
		Section 230.235, F.S Zero Tolerance
		Rule 6A-1.0404, F.A.C Zero Tolerance for School Related Crimes
10	. Where can I get	Florida Department of Education
	additional information?	Division of Public Schools
	additional injoi marions	(850) 488-2601
		www.firn.edu/doe
		The Florida House of Representatives
		Committee on Education Innovation
		(850) 488-7451



#### Council for Lifelong Learning

### Truancy



1.	Who is responsible for school truancy?	Parents Generally speaking, each parent and legal guardian of a child is responsible for the child's school attendance. However, a parent or guardian of a child is not responsible for the child's nonattendance at school under any of the following conditions: with permission from the head of the school; without the parent's knowledge; the parent's financial inability; the student's sickness, injury, or other insurmountable condition. A parent who refuses to comply with attendance regulations is guilty of a second-degree misdemeanor.
		Superintendents Superintendents are responsible for enforcing attendance, including recommendations to the school board. School board policies must require that absences have parental justification, and provide for timely tracking of absences and contacting homes.
		Principals  When a student is absent from school, the principal contacts the home and refers the case to the school's child study team. If the team determines that early patterns of truancy are developing, a meeting with the parents is required to identify remedies. A principal may not suspend a student for truancy.
2.	What is definition of a "habitual truant"?	A habitual truant is a student who is subject to compulsory school attendance and has 15 unexcused absences with 90 calendar days with or without the knowledge or consent of the student's parent or legal guardian.  Students who hold exemptions or who meet the criteria for other exemptions specified by law or rule of the State Board
3.	What is the "contact, refer, enforce" policy?	of Education are not considered habitually truant.  The steps that each public school must implement to enforce regular school attendance are: contact, refer, and enforce.
		Contact—Principals contact the home to determine the reason for an absence. If the absence is excused, the school must allow make-up work. If the student has five unexcused absences or absences for which the reason is unknown in a month, or 10 in 90 calendar days, the teacher must report a pattern of nonattendance to the principal.

Refer—The principal refers the case to the school's child study team. If the team determines that early patterns of truancy are developing, a meeting with the parents is required. If the initial parent meeting does not resolve the problem, the team implements interventions.

Enforce—Parents or guardians who refuse to participate in the remedial strategies may appeal to the school board. If the board determines the strategies are appropriate and the parent still refuses to participate, the superintendent may seek criminal prosecution.

4. What procedures are in place for a student identified as exhibiting a pattern of nonattendance who enrolls in a home education program?

When a child has been identified as exhibiting a pattern of nonattendance, the principal must notify the superintendent of schools and the school district contact for home education programs.

If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program (s. 232.0201, F.S.), the superintendent of schools must refer the parent to a home education review committee.

The home education review committee must review the portfolio of the student every 30 days during the district's regular school terms until the committee is satisfied that the program is in compliance with s. 232.0201(1)(b), F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program.

If the parent fails to provide a portfolio to the committee, the committee must notify the superintendent of schools. The superintendent must terminate the home education program and require the parent to enroll the child in another attendance option such as a public, parochial, or private school or a private tutoring program within three days. Upon termination of a home education program, the parent or guardian shall not be eligible to reenroll the child in a home education program for 180 calendar days.

Failure of a parent or guardian to enroll the child in an attendance option after termination of the home education program shall constitute noncompliance with compulsory attendance requirements and may result in criminal prosecution under s. 232.19(2), F.S.

# 5. Who is to serve on a home education review committee?

A home education review committee is composed of the district contact for home education programs and at least two home educators selected by the parent from a list of all home educators who have conducted a home education program for at least three years and have indicated a willingness to serve on the committee.

## 6. How and when does Florida report truants to law enforcement?

The superintendent may file a truancy petition for a habitual truant. Upon the filing of the truancy petition in circuit court, a summons is issued to the parent or guardian directing that person and the student to appear for a hearing. The petition, stating the number of days and dates absent, is heard by the court within 30 days of being filed.

If the court determines the student <u>did</u> miss any of the alleged days, the court must order the student to attend school and the parent to ensure that the student attends. The court may also order alternative sanctions, including

- alternative classes;
- community service;
- parent participation in homemaker or parent aide services;
- intensive crisis counseling;
- · community mental health services; and
- vocational job training or employment services.

If the superintendent chooses not to file a truancy petition or if the student does not successfully complete the truancy petition sanctions, procedures for filing a child-in-need-of-services (CINS) petition are commenced after reasonable time to complete actions of referral to the CINS provider or the case staffing committee; court order requiring school attendance is obtained; and school district complies with the school attendance requirements. All of those efforts must have been unsuccessful before filing the CINS petition.

In addition to any other authorized sanctions, the court is required to order a child found to be a habitual truant to make up all school work missed and may order the child to pay a civil penalty of up to \$2, based on the child's ability to pay, for each day of school missed, perform up to 25 community service hours at the school, or participate in counseling or other services, as appropriate. Upon a second or subsequent finding, the penalty may be increased to \$5 and up to 50 community service hours.

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7.	What are the major	The major truancy provisions are:
	aspects of the truancy	• students up to 18 years of age must notify the school in
	program?	writing to declare intent to drop out of school. (In 1998,
	1 3	this law was amended to include parental consent of
		termination also.);
		a court must order the parent of a habitually truant child
		to send the child to school; and
1		a child study team is assigned to the child to recommend
		interventions if the student is determined to be
<u> </u>		habitually truant. (See the School Age Fact Sheet.)
8.	Are habitual truants	Yes. Driving privileges of a habitual truant may be withheld or
	subject to loss of driving	revoked. Section 232.19(2)(b), F.S., requires the
	privileges?	superintendent of a public school district to provide the
	privileges?	Department of Highway Safety and Motor Vehicles the legal
1		name, sex, date of birth, and social security number of minors
		who accumulate 15 unexcused absences in a period of 90
		calendar days. Section 322.910, F.S., provides that minors
		failing to satisfy attendance requirements are not eligible for
		driving privileges.
9.	How is school attendance	The Learnfare Program requires that all school-age children of
ŀ	tied to the Learnfare	program participants or eligible teen age participants attend
		school on a regular basis. The Learnfare program participant
	Program?	with a school-age child is required to have a school conference
		during each semester. Failure to comply with those
		requirements may result in the Department of Children and
		Family Services (DCF) reducing the temporary cash assistance
		for the child or eligible teenage participant. In 2001, the
		Legislature required DCF to develop an electronic transfer
		system to streamline the flow of information between the
		school and DCF. (See the Learnfare Program Fact Sheet.)
10.	What are the applicable	Section 232.01, F.S Compulsory school attendance
	statutes and rules?	Section 232.06, F.S Exemptions
	Statutes and rules;	Section 232.09, F.S Parent's responsibility
		Section 232.16, F.S Superintendent's responsibility
		Section 232.17, F.S Enforcement of school attendance
		Section 232.26, F.S Principal's authority
		Section 232.01(1)(c), F.S School attendance
		Section 232.195, F.S Truancy remedial activities
		Sections 239.01, and 232.19, F.S Habitual truancy
		Section 232.19, F.S Court procedures and penalties
		Section 322.091, F.S Driver's license privileges
		Section 414.1251, F.S Learnfare Program
		Section 984.151, F.S Truancy petition
		Section 984.12, F.S Treatment to a family in need of
		services

## 11. Where can I get additional information?

Florida Department of Education Division of Public Schools (850) 488-2601 www.firn.edu/doe

The Florida House of Representatives Committee on General Education

(850) 414-9780



#### Council for Lifelong Learning

#### Dropout Prevention/Second Chance Schools

Fact Sheet

1.	What are dropout prevention and academic intervention programs?	Dropout prevention and academic intervention programs are designed to meet the needs of students who do not perform well in traditional educational programs. They must employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures. They must also provide character and law education, along with curricula and related services. The 1999 Legislature expanded dropout prevention and academic intervention programs to include eligible students in grades 1 through 3 as well as 4 through 12.
2.	What are parental rights prior to placement of a student into a program?	The school principal must provide written notice by certified mail, return receipt requested, to the student's parent or guardian prior to a student's placement in a dropout prevention and academic intervention program. The parent or guardian must sign an acknowledgment of the notice of placement and return it to the principal within three days after receipt of the notice.
3.	What is disruptive behavior?	Current law defines disruptive behavior as behavior that interferes with the student's own learning or the educational process of others. It is defined as behavior that requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom. Behavior that severely threatens the general welfare of students or others with whom the student comes into contact is also considered disruptive behavior.
4.	How is eligibility determined for dropout prevention and academic intervention?	To be eligible to receive services funded through the dropout prevention and academic intervention program, students are to be identified as (1) being academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing; (2) having a pattern of excessive absenteeism or being habitually truant; or (3) having a history of disruptive behavior in school or commitment of an offense that warrants out-of-school suspension or expulsion.  Student participation in the program is voluntary except for

5.	What are second chance schools?	disruptive students. Districts may assign students to a program for disruptive students.  No student is to be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.  Second chance schools are district programs provided through cooperative agreements between the Department of Juvenile Justice (DJJ), private providers, state or local law enforcement agencies, or other agencies for students who are disruptive, violent, or have committed serious offenses.
6.	What is required before schools refer students to a second chance school?	Schools are encouraged to use alternative programs, such as in-school suspensions, before assigning students to second chance schools. The school's local child study team must evaluate the student before placement in a second chance school. Students are not eligible for second chance schools if they are eligible for placement in a program for emotionally disturbed children.
		To be eligible for a second chance school, a student must: (1) be in grades 6 to 10, be a habitual truant whose excessive absences are linked to lack of motivation and have affected academic progress, and be at risk of dropping out of school; (2) be a habitual truant whose case staffing committee determines that it would be beneficial to the student; (3) exhibit disruptive behavior in violation of the school board's code of student conduct; (4) interfere with his or her own or others' learning and require more assistance than the regular program can provide; or (5) have committed a serious offense warranting suspension or expulsion. "Serious offense" is behavior which threatens the welfare of others including violence, possession of weapons or drugs, or harassment or verbal abuse of others.
7.	How do students reenter a traditional school after being in a second chance school?	Students seeking to reenter traditional schools must complete a character development and law education program and demonstrate preparedness to reenter the regular school.
8.	Are there funds available for starting second chance schools?	Yes. In the 1999-2000 GAA, the Legislature provided \$2 million in 1-year startup grants for school districts seeking partnerships with private nonprofit or for-profit providers or public entities to start second chance schools.  In the 2000-2001 GAA, the Legislature appropriated \$2

9.	How are dropout prevention and academic intervention programs funded?  What are the applicable statutes and rules?	programs Section 236.08104, F.S Supplemental academic instruction
11.	Where can I get additional information?	Section 230.23161, F.S Educational services in DJJ programs Section 236.08104, F.S Supplemental academic instruction Section 228.081, F.S Other public educational services  2001-2002 GAA, S.A. 118 2001-2002 GAA, S.A. 131A 2000-2001 GAA, S.A. 78 2000-2001 GAA, S.A. 86  Ch. 99-398, L.O.F.  Department of Education Intervention and Prevention Services
	additional information?	(850) 488-6315  The Florida House of Representatives Committee on General Education (850) 414-9780



# Council for Lifelong Learning Character Education

#### Fact Sheet

1.	Is character education required in Florida public schools?	Yes. A character-development program similar to Character First or Character Counts must be taught in all public elementary schools. The character-development program must be secular in nature and must stress such character qualities as attentiveness, patience and initiative.
2.	Are schools encouraged to offer any other character education courses?	Yes. School districts are authorized and encouraged to provide students with programs and instruction at appropriate grade levels in character development, ethics, and law education.
3.	What are the applicable statutes and rules?	Section 233.061, F.S Required character education Section 233.0612, F.S Authorized character education
4.	Where can I get additional information?	Department of Education Division of Public Schools (850) 488-2601
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694



# Council for Lifelong Learning Learnfare Program

Fact Sheet

1.	What is the Learnfare Program?	The Learnfare Program (Learnfare) was established in 1993 as part of the Welfare Reform Act and requires the Department of Children and Families (DCF) to reduce the temporary cash assistance (TCA) for recipients who fail to comply with the program's requirements.
2.	What are the program's two requirements?	The program requires (1) that each recipient with a school aged child attend a conference with a school official once each semester and (2) that a recipient's school aged child, or a teenage recipient, remain in school and not become a "habitual truant" or dropout.
3.	What is the sanction for noncompliance with these two requirements?	Learnfare requires a reduction in the temporary cash assistance if a recipient fails to comply. The reduced portion is that amount allotted to the truant or dropout child, or the amount allotted to the parent or guardian if he or she is not participating in the required conferences.
4.	When is the temporary cash assistance reinstated?	(1) For a student who has been identified as a habitual truant, the temporary cash assistance must be reinstated after a subsequent grading period in which the child's attendance has substantially improved.  (2) For a student who has been identified as a dropout, the temporary cash assistance must be reinstated after the student enrolls in a public school, receives a high school diploma or its equivalency, enrolls in preparation for the General Educational Development Tests, or enrolls in other educational activities approved by the district school board.  (3) For a parent or guardian who has failed to attend a conference, the temporary cash assistance is reinstated after the participant attends the conference with the appropriate school official and that conference is documented by the school and reported to DCF.
5.	What is a habitual truant?	A habitual truant is defined by statute as a student who has accumulated 15 unexcused absences within 90 calendar days.
6.	What if a parent disagrees with the sanction?	Learnfare provides that the parent or teenage participant can file an appeal within 10 days of being notified of the sanction, and no sanction will be imposed until that appeal is resolved.
7.	With whom can the parent have the required conference?	Since the purpose of the conference is to discuss the child's academic and attendance progress, it should be someone who has that information, such as a teacher, guidance counselor, or principal. DOE rules require each school board to adopt a policy, which addresses the criteria for determining who is an

		"appropriate school official."
8.	What is considered a school conference?	The conference can be either face-to-face or a telephonic conversation.
9.	How are the conferences set up and verified?	The TCA recipient is responsible for setting up the conference. After the conference, the recipient is responsible for filling out the School Conference Verification Form provided by DCF and returning it to the public assistance specialist.
10.	Who needs to participate in these conferences?	Because the purpose of the conference is to enhance parental involvement, every temporary cash assistance recipient with a school aged child, not just those whose child has been identified as a habitual truant or dropout, must participate in the conferences.
11.	How does the school know that it has Learnfare participants?	In 2001, the Legislature required DCF to develop an electronic data transfer system to streamline the flow of information between the school and the DCF. In order to ensure accountability and assess the effectiveness of the Learnfare program, the electronic data transfer system must include at least the following information: the number of students and families reported by school districts as out of compliance, the number of students and families sanctioned as a result, and the number of students and families reinstated after becoming compliant. The information compiled must be submitted in the form of an annual report to the presiding officers of the Legislature by March 1 of each year.
12.	What are the applicable statutes?	Section 414.1251, F.S Learnfare Program. Section 228.041(28), F.S Definition of habitual truant. Section 228.041(29), F.S Definition of dropout.
13.	Where can I get additional information?	Florida Department of Education Office of Intervention and Prevention Services (850) 488-6726 www.firn.edu/doe/  Florida Department of Children & Families Office of Economic Self-Sufficiency (850) 488-3271
		www.state.fl.us/cf_web/services.html  The Florida House of Representatives Committee on Education Innovation (850) 488-7451



#### Council For Lifelong Learning

#### Teacher Certification



1.	What is EDUCATE 2000?	In 2000, the Legislature passed EDUCATE 2000 (Ch. 2000-301, L.O.F.), which stands for Educators Demonstrating Unequaled Competence Act: Teaching Excellence.  This legislation was the direct result of the A+ Education Plan passed in 1999 which required a complete review of teacher certification in the State of Florida. This package completely reformed teacher certification by streamlining the process, eliminating barriers to entering the profession, and incentivizing the recruitment and retention of outstanding teachers.
2.	Who must be certified?	Section 231.15, F.S., requires that individuals who hold positions as school supervisors, principals, teachers, library media specialists, school counselors, athletic coaches, or who otherwise provide instruction must hold the certificate required by law and rules of the State Board of Education. The law also requires that rules be adopted to allow school boards to employ noncertificated personnel in certain circumstances. (See Section 6A-1.0502, F.A.C.)  Athletic coaches who voluntarily render service and are not employed by the school district are not required to hold certificates.
3.	How many types of teacher certification are available?	Pursuant to s. 231.17(6), F.S., the Bureau of Teacher Certification issues two basic types of certificates to full- time teachers:  • a Temporary Certificate, valid for three school fiscal years and nonrenewable except under conditions provided for in statute, and  • a Professional Certificate, valid for five school years and renewable with six semester hours of college credit in the subject area(s) or 120 inservice points or a combination of both.  DOE also issues a certificate to cover "athletic coaching". This certificate is used for individuals employed on either a part- time or full-time basis as a coach.  An "adjunct" teaching certificate may also be issued by a school district, allowing individuals who do not hold state- issued teacher certification to teach.

## 4. What are "adjunct" teachers?

CS/CS/HB 1193 (Ch. 2001-47, L.O.F.) provides certification of adjunct teachers by district school boards. Adjunct teachers will be persons whose educational experience, life experience, or years of work, qualifies them to teach, yet who may not have academic qualifications or meet other requirements of the normal teacher certification process. They will be used to supplement, not replace state certified teachers.

Specifically, the provisions require that the adjunct teacher shall be at least 18 years old; file a written statement, under oath, to uphold the principles in the Constitution of the United States and the Constitution of the State of Florida, hold at least a bachelor's degree with a 2.5 GPA, submit to a fingerprint check, be of good moral character, and be competent and capable of performing the duties, functions, and responsibilities of a teacher. Additionally, they must demonstrate "expertise" in the subject area. Expertise in the subject area in which an adjunct teacher will be teaching shall be demonstrated by either: (1) A minor in the subject area; or (2) School board policy, which will establish what will constitute "demonstration" of subject area mastery.

The effect of allowing districts to certify individuals as adjunct teachers is to allow these adjunct teachers to teach part-time without having to pass a state-required examination or take numerous hours of education school class work.

The district must assign a "peer teacher" to assist these adjunct teachers in their first year of teaching, and must also provide the adjunct teacher with an orientation in classroom management, prior to assignment. The adjunct teacher certificate is good for five years, and may be renewed under specified circumstances relating to completion of certain college course work, and a satisfactory evaluation during each year of teaching as an adjunct teacher.

# 5. What are the requirements to obtain a professional teaching certificate in Florida?

An applicant must complete the following to obtain a Professional Florida Educator Certificate:

- a) be at least 18 years of age;
- b) file a written statement, under oath, to subscribe to and uphold the principles incorporated in the Constitution of the United States and the Constitution of the state of Florida:
- c) document receipt of a bachelor's or higher degree from an accredited institution of higher learning or a nonaccredited institution of higher learning identified by

		ty-thi
6.	What are the requirements to obtain temporary certification?	the Department of Education (DOE) as having a high quality program;  d) obtain fingerprint clearance from the Department of Law Enforcement and Federal Bureau of Investigation;  e) be of good moral character;  f) be competent in performing the duties, functions, and responsibilities of a teacher;  g) demonstrate mastery of general knowledge;  h) demonstrate mastery of subject area knowledge; and i) demonstrate mastery of professional preparation and education competence.  An applicant must complete all the requirements listed in items (a) through (f) above and do the following to obtain a Temporary Florida Educator Certificate:  1) Until July 1, 2002, complete the subject area content requirements specified in state board rule.  2) Beginning July 1, 2002, complete the subject area content requirements specified in state board rule or achieve a passing score on the subject area examination required by state board rule.
		In addition, the requirement for demonstration of mastery of general knowledge must be met within one calendaryear of the date of employment under the temporary certificate.
Todalogae	What requirements does DOE use to determine a "nonaccredited" institution with a high quality program?	According to the Department of Education, a nonaccredited institution of higher learning will be considered to have a high quality bachelor's or higher degree program, if they meet any one of the following criteria:  1) The institution is listed in the US DOE Directory of Postsecondary Institutions - Volume 1., that are accredited by at least one accreditation agency (other than one of the six regional associations);  2) The institution's degrees are accepted for certification by their own state's Department of Education; or  3) The institution holds a certificate of exemption pursuant to s. 246.085(1)(b), F.S.
8.	How does an applicant demonstrate mastery of general knowledge?	Before July 1, 2002, acceptable means of demonstrating mastery of general knowledge are:  1) Achievement of passing scores on the College Level Academic Skills Test (CLAST) or other basic skills exams requirement by state board rule;  2) Achievement of passing scores on another state's general knowledge exams;  3) A valid standard teaching certificate issued by another state that requires an examination of mastery of general

knowledge;

- 4) A valid standard teaching certificate issued by another state and a valid certificate issued by the National Board for Professional Teaching Standards (NBPTS); or
- 5) A valid standard teaching certificate issued by another state and documentation of 2 years of continuous successful full-time teaching or administrative experience during the 5-year period immediately preceding the date of application for certification.

Beginning July 1, 2002, acceptable means of demonstrating mastery of general knowledge are:

- 1) Achievement of passing scores on the basic skills exams requirement by state board rule;
- 2) Achievement of passing scores on the CLAST earned prior to July 1, 2002;
- A valid standard teaching certificate issued by another state that requires an examination of mastery of general knowledge;
- 4) A valid standard teaching certificate issued by another state and a valid certificate issued by the NBPTS; or
- 5) A valid standard teaching certificate issued by another state and documentation of two years of continuous successful full-time teaching or administrative experience during the 5-year period immediately preceding the date of application for certification.
- 9. How does an applicant demonstrate mastery of subject area knowledge?

Before July 1, 2002, acceptable means of demonstrating mastery of subject area knowledge are:

- Completion of the subject area content requirements specified in state board rule and achievement of passing scores on the National Teacher's Examination series, a successor to that series, or other subject area exams required by state board rule;
- A valid standard teaching certificate issued by another state that requires an examination of mastery of subject area knowledge;
- 3) A valid standard teaching certificate issued by another state and a valid certificate issued by the NBPTS; or
- 4) A valid standard teaching certificate issued by another state and documentation of two years of continuous successful full-time teaching or administrative experience during the 5-year period immediately preceding the date of application for certification.

Beginning July 1, 2002, acceptable means of demonstrating

mastery of subject area knowledge are:

- Achievement of passing scores on the subject area exams required by state board rule;
- A valid standard teaching certificate issued by another state that requires an examination of mastery of subject area knowledge;
- 3) A valid standard teaching certificate issued by another state and a valid certificate issued by the NBPTS; or
- 4) A valid standard teaching certificate issued by another state and documentation of 2 years of continuous successful full-time teaching or administrative experience during the 5-year period immediately preceding the date of application for certification.
- 10. How does an applicant demonstrate mastery of professional preparation and education competence?

Before July 1, 2002, acceptable means of demonstrating mastery of professional preparation and education competence are:

- Achievement of passing scores on the professional education competency exam required by state board rule; and documentation of one of the following:
  - a) Completion of an approved teacher preparation program at a postsecondary institution within Florida;
  - b) Successful completion of an approved school district alternative preparation program, pursuant to s. 231.17(7)(b), F.S.;
  - c) Completion of professional preparation college courses as specified in state board rule and successful completion of a district professional education competence program pursuant to law.
- 2) A valid standard teaching certificate issued by another state and a valid certificate issued by the NBPTS; or
- 3) A valid standard teaching certificate issued by another state and documentation of 2 years of continuous successful full-time teaching or administrative experience during the 5-year period immediately preceding the date of application for certification.

Beginning July 1, 2002, acceptable means of demonstrating mastery of professional preparation and education competence are:

- 1) Completion of an approved teacher preparation program at a postsecondary institution in Florida;
- Completion of a teacher preparation program at a
   postsecondary institution outside of Florida and
   achievement of passing scores on the professional
   education competency exam required by state board rule;

- A valid standard teaching certificate issued by another state that requires an examination of mastery of professional education competence;
- 4) A valid standard teaching certificate issued by another state and a valid certificate issued by the NBPTS;
- 5) A valid standard teaching certificate issued by another state and documentation of 2 years of continuous successful full-time teaching or administrative experience during the 5-year period immediately preceding the date of application for certification; or
- 6) Completion of the DOE's professional preparation and education competency program.
- 11. What is the Professional Preparation and Education Competency Program?

EDUCATE 2000 required that by July 1, 2002, DOE must develop and each school district must provide a cohesive competency-based preparation program so that teachers could satisfy the mastery of professional preparation and education competency requirements to receive a professional certificate. The program must include the following components:

- 1) A minimum period of initial preparation prior to assuming duties as the teacher of record.
- 2) An option for collaboration between school districts and other supporting agencies.
- 3) Experienced peer mentors.
- 4) An assessment that provides for:
  - a) An initial evaluation of competencies to determine an appropriate individualized professional development plan.
  - b) A post evaluation to assure successful completion of the program.
- 5) Content knowledge that includes, but is not limited to, the following:
  - e) Requirements specified in state board rule.
  - f) The educator accomplished practices approved by the state board.
  - a) A variety of data indicators for student progress.
  - Methodologies, including technology-based methodologies, for teaching subject content that supports the Sunshine State Standards for students.
  - i) Techniques for effective classroom management.
  - j) Techniques and strategies for operationalizing the role of the teacher in assuring a safe learning environment for students.
  - Methodologies for assuring the ability of all students to read, write, and compute.
- 6) Required achievement of passing scores on the

		professional education competency exam required by
		state board rule.
12.	How does an individual demonstrate the professional competence required as a part of certification?	Until July 1, 2002, each district may develop and maintain an alternative certification program. As mentioned earlier in the section on alternative certification, each participant must be assessed by the district to determine if they have expertise and have met the requirements for specialization, in the subject area in which they are seeking certification. Participants must complete training only in competency areas in which they are deficient and must demonstrate mastery of professional education competence within two years of initial employment.
		Until July 1, 2002, each district <i>must</i> develop and maintain a system for the district's instructional staff to document professional education competence. All district instructional staff hired on or after July 1, 1997, must demonstrate mastery within the first year of employment, unless they have completed an approved teacher education program in this state; completed a teacher education program and at least two years of successful full-time teaching experience in another state; or are participating in the district's alternative certification program.
13.	May teachers add areas of certification to their certificate?	Teachers may add areas of certification to their certificate by attaining a passing score on an examination of competency in the subject area to be added to their certificate and completing the subject area content requirements.
14.	What are the applicable statutes and rules?	Section 231.15, F.S Positions for which certificates are required Section 231.17, F.S Teacher certification requirements Section 231.1726, F.S Certification of adjunct educators
15.	Where can I get additional information?	Florida Department of Education Teacher Certification (850) 488-2319; www.firn.edu/doe
		The Florida House of Representatives Committee on General Education (850) 414-9780
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694



## Council For Lifelong Learning Teacher Liability Insurance

Fact Sheet

1.	What does educator	Educator professional liability insurance protects an insured
	professional liability insurance cover?	from having to pay monetary damages or the cost of defense
		of actions resulting from claims arising out of occurrences in
		the course of activities in his or her professional capacity.
2.	Who is eligible to be	All full and part-time instructional personnel and all
	covered by the educator	administrative personnel are eligible to be covered by the
	professional liability	educator professional liability insurance policies.
	insurance policies?	"Instructional personnel" is defined in s. 228.041(9), F.S. and
	modiance poncies;	includes classroom teachers, pupil personnel services,
		librarians/media specialists, instructional paraprofessionals
		and other instructional staff. "Administrative personnel" is
		defined in s. 228.041(10), F.S. and includes district-based
		instructional and noninstructional administrators and school
2	I formation and the second	administrators.
3.	How much does the insurance cost?	The insurance is free to all full-time instructional personnel.
		Part-time instructional personnel and all administrative
		personnel may purchase the insurance at an annual cost
	A4/1- a a1 - 1: -1 :1: 1	estimated to be between \$4 and \$8 per policy.
4.	What are the liability limits in the policies?	The money appropriated by the Legislature to purchase
		educator professional liability insurance was based on
		research showing the cost of a policy that provided
		\$1,000,000 of coverage per person and \$3,000,000 per
E .	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	incident would cost between \$4 and \$8 per policy.  The coverage will be available by the beginning of the 2001-
5.	When will the coverage be available?	2002 school year. The Department of Education will
		administer the program and make sure that the company
		providing the insurance is selected by a competitive process.
6.	What are the applicable	Section 228.041(a), F.S Definition of instructional
U.	What are the applicable statutes and rules?	personnel
		Section 231.800, F.S Florida Educators Professional
		Liability Insurance
7.	Where can I get	Department of Education
,.	additional information?	Office of Planning, Budgeting and Management
		(850) 488-6539
		The Florida House of Representatives
		Committee on General Education
		(850) 414-9780



## Council For Lifelong Learning Teacher Pay

Fact Sheet

1.	Does the Legislature have any direct control over how much teachers are paid?	Article I, Section 6 of the Florida Constitution provides that in Florida, "the right to bargain collectively shall not be denied or abridged." Accordingly, teacher pay is a product of collective bargaining between teachers and their employer (each individual school district).  Therefore, the Legislature has no direct role in determining teacher salary, and no indirect one, other than the general role of establishing state funding for public education in the annual General Appropriations Act (GAA).
2.	How is the district salary schedule determined?	In Florida, each public school district, after collective bargaining activities, adopts a salary schedule for instructional personnel in that district. Chapter 447, F.S., governs collective bargaining in Florida, including school district employee collective bargaining.
3.	In setting teacher salaries, what must the district consider?	Section 230.23(5)(c), F.S., provides that school districts shall adopt a salary schedule or salary schedules designed to furnish incentives for improvement in training and for continued efficient service to be used as a basis for paying all school employees.
		Prior to 1997, school boards, in determining the salary schedule, had to consider the prior teaching experience of a person designated state teacher of the year by any state in the United States (Ch. 97-190, L.O.F.).
7		In 1997, the Legislature added a requirement that a portion of each employee's compensation be based on performance; and that, in developing the salary schedule, the district school board seek input from parents, teachers, and representatives of the business community (Ch. 97-212, L.O.F.).
		In 1999, the Legislature required that the performance provision of each employer's compensation be five percent (Ch. 99-398, L.O.F.).
		In 2000, the Legislature required school boards to consider prior professional experience in the field of education gained in positions in addition to district level instructional and administrative positions. This was done so districts would

consider experience, such as corporate training or educational sabbaticals taken to work in specialized areas like marine biology at Sea World, etc. (Ch. 2000-301, L.O.F.) In 2001, the Legislature addressed the issue of credit being given to teachers who move to new districts by establishing a policy to treat out of district teaching experience the same as in district teaching experience. (Ch. 2001-47, L.O.F.) According to the Florida Department of Education, the 4. On average, what are average salary paid to a Florida public school teacher in the teachers paid in Florida? school year 2000-01 was \$38,230. This represents an increase of \$1,508 (4.11 percent) over the average salary of \$36,722 for the 1999-2000 school year. The following table sets forth the districts that provide the highest average teacher salary and the lowest average teacher salary in Florida, according to the education level of the teacher. Lowest and Highest\*\* District Average Teacher\* Salary by Degree, 2000-01 Lowest **Highest** Difference Degree Salary District Dollars Percent Level District Salary Palm Bachelor's 27,382 Union 39,159 Beach 11,777 43.01 Master's 31,034 Union 47,197 Dade 16,163 52.08 29,418 Franklin 55,548 Sarasota 26,130 88.82 Specialist Doctorate 27,539 Gadsden 55,501 Dade 27,962 101.54 ΑII 28,920 Union 44,065 Dade 52.37 15,145 Degrees Nationally, the average teacher pay is \$40,574 (source: U.S. 5. What is the national Department of Education, National Center for Education average teacher salary? Statistics). No. Several factors make such a direct (unadjusted) 6. Does a direct comparison comparison largely invalid. First of all, cost-of-living must be of teacher salary between taken into consideration. Most states with higher pay also various states produce a have higher costs-of-living in goods, services, and housing. true picture of all factors Second, compensation in the form of other (non-salary) that affect those benefits is not reflected in salary (See Question 7). Third, it

averages?

should be noted that Florida does not assess sales tax on

aroceries or medicines, nor does it assess a state income tax,

as many other states do. Finally, Florida is a high growth state and hires a much greater percentage of first time teachers than most states. Since beginning teachers make a lower wage, this fact brings down the state average teacher salary for Florida and other high growth states.

Other factors affect the average teacher salary in different states or even in different districts within Florida and should also be taken into consideration when comparing average salaries. These factors include: (1) the number of instructional personnel in the district; (2) the type of degree of the individual; (3) the number of years of experience; (4) whether the teacher is paid from an in-field or out-of-field contract; and (5) annual or continuing (tenure) contract status.

7. What other benefits do Florida teachers receive in addition to salary?

Bonuses: The 2001-2002 General Appropriations Act provides for an \$850 bonus for all teachers with a previous year satisfactory evaluation. There are also bonuses for achieving national certification, success in teaching Advanced Placement or International Baccalaureate classes, and mentoring. The School Recognition Program provides bonuses of up to \$100 per student to all schools with improved student performance regardless of the school's grade. These school recognition awards are frequently used by the schools/school advisory councils to provide nonrecurring bonuses for teachers.

Benefits: Employers pay Social Security, retirement, and medical plan benefits. All instructional personnel are provided with professional liability insurance coverage for monetary damages and the cost of defense for claims made against them in the performance of their professional duties (Ch. 2001-46, L.O.F.). Teacher and school district administrator death benefits are provided for the families of teachers who are killed through some unlawful act in the performance of their professional duties (Ch. 2001-180, L.O.F.).

Excellent Teaching Program: Teachers get assistance and bonuses of up to \$7,800 per year for pursuing and achieving national certification and mentoring other teachers. (See the Excellent Teaching Program Fact Sheet.)

Teachers Lead Program: Teachers receive approximately \$100 each for the purchase of classroom supplies through the Teachers Lead Program.

		Scholarships; Loan Forgiveness: There are a variety of scholarships and loan forgiveness programs for teachers or prospective teachers.
8.	What are the applicable statutes and rules?	Section 230.23(5)(c), F.S Compensation and Salary Schedules Ch. 447, F.S Labor Organizations (Collective Bargaining provisions)
		2001-2002 General Appropriations Act, S.A. 119
9.	Where can I get additional information?	The Florida House of Representatives Committee on General Education (850) 414-9780
		Florida Department of Education www.firn.edu (teacher salaries, experience, and degree level)



### Council For Lifelong Learning

## Teacher Recruitment and Retention

Fact Sheet

September 2001

1. What is the projected need for teachers in Florida?

A study by the Office of Economic and Demographic Research (OEDR), of the Florida Legislature, projects that over the next ten years there will be a need for 162,000 teachers to replace the teachers expected to retire or otherwise terminate their employment in Florida's public schools. Demographics indicate that the need for teachers will be remarkably steady, spread out over the ten years, with a projection of almost 16,000 new teachers needed each year.

Much of the need for teachers is a product of teachers leaving the field, through retirement or otherwise. However, the primary engine driving this need is Florida's growth. According to the Florida DOE, approximately 34,000 new students will enter Florida schools next year.

2. Is the need for teachers in all teaching areas or is it centered in specific areas? The figure of 16,000 teachers needed per year represents the number of gross vacancies (the number of teaching positions that will come open). Of these gross vacancies:

- 36% will be in elementary education
- 26% will be Exceptional Student Education (ESE)
- 9% will be in math or computer science
- 6% will be in vocational education
- 5% will be in science
- 1% will be in foreign language
- 26% will be in other areas

The OEDR report states that known sources (colleges and universities with teacher education programs and out-of-state recruitment, primarily) will supply around 85 percent of the need, leaving only a 15 percent gap to be filled through other means. This gap is projected to be approximately 2,400 teachers per year, on average across the ten years. The figure of 2,400 represents the net vacancies (those positions which are expected to come open and which are not projected to be filled by waiting candidates). And, net vacancies present a different picture than gross vacancies. Because there appears to be a substantial number of persons who are projected to become qualified in the areas such as elementary education and ESE, other subject matter areas are the areas that will primarily need recruitment and development.

#### Among the net vacancies:

- 29% will be in vocational education
- 13% will be in math
- 13% will be in ESE
- 9% will be in elementary education
- 8% will be in science
- 5% will be in foreign language
- 23% will be in other areas
- 3. What provisions or programs does Florida have to enhance teacher recruitment and retention?

Alternative Certification Programs and Experts in Field: In 2000, the Legislature passed EDUCATE 2000 (Ch. 2000-301, L.O.F), which requires that by July 1, 2002, DOE develop and each school district provide a cohesive competency based teacher preparation program. This program will be like a statewide alternative certification program. (See the Teacher Certification Fact Sheet.) Until July 1, 2002, each district may develop and maintain a district alternative certification program. Several districts have developed alternative certification programs and the 2001 Legislature authorized districts to use approved alternative certification programs designed by other districts. (Ch. 2001-07, L.O.F.) District school boards are also allowed to appoint experts in the field, pursuant to section 231.15, F.S.

Out of State Reciprocity: A teacher with an out-of-state certificate and two years of successful teaching experience, has reciprocity in Florida.

Loan Forgiveness Programs: Florida also has a loan forgiveness program for teachers certified in a critical teacher shortage subject area. The Critical Teacher Shortage Student Loan Forgiveness Program provides financial assistance to eligible Florida teachers for the repayment of undergraduate and graduate educational loans, which led to certification in a critical teacher shortage subject areas, such as math, science, or ESE.

Adjunct Teachers: Chapter 2001-47, L.O.F., allows each school district to create the position of "adjunct teacher." "Adjunct teachers" are persons qualified by education or professional experience to teach in a certain narrow area, on a part-time basis.

DOE Database, Planning, and Job Fair: Since 1987, the DOE has annually sponsored a job fair to match in-state educators and out-of-state educators with teaching

opportunities in Florida (The "Great Florida Teach-In").

In November 2000, Florida inaugurated TeacherNet, Florida's on-line recruitment system. The 2001 Legislature statutorily required the system for posting teacher vacancies and a database of teacher applicants. This system permits school districts to post teaching vacancies on-line and enables teaching applicants to post on-line resumes for district recruiters to review. Since its inception, the site has received over three million hits, averaging 9,750 daily. Currently, there are 3,050 active resumes and 2,087 vacancies posted from 44 districts. DOE is required to develop a long-range plan for educator recruitment and retention and identify best practices for retaining high-quality teachers. DOE and the districts are to coordinate with the state's workforce system for the purpose of enhancing teacher recruitment and retention.

Treatment of Years of Experience for Pay Purposes: Chapter 2001-47, L.O.F., requires a school district to treat years of teaching experience outside the district the same as years of teaching experience within the district, for purposes of pay.

Bonuses: The 2001 Legislature appropriated \$152,000,000 for public school districts to provide teachers a one-time retention bonus of \$850. Funds that remain after the \$850 retention bonuses are provided may be used as scholarships for teachers, incentives to teach in high needs schools, or to encourage people contemplating a career change to enter the teaching profession.

4. Are there federal programs which can be used for recruiting teachers in Florida?

Yes. The Troops to Teachers (TTT) program is a federally funded program to provide counseling and placement assistance to military personnel seeking a second career in teaching. Troops to Teachers programs are established in 24 state offices. Federal funds provide stipends to participants to pay for certification requirements and provide incentives to districts that hire a TTT participant. Troops to Teachers provided funding to Eckerd College and FSU to develop alternative certification programs in collaboration with school districts desiring such programs. Nationally, 3,826 TTT participants have been hired, with 317 in Florida.

To help access federal grant funds, the 2001 Legislature established a program to recruit retiring or career-changing

		professionals into teaching. (Ch. 2001-219, L.O.F.) Institutions may apply to the Commissioner of Education for grants to provide training, placement, and other assistance to program participants. Program participants must agree to teach in an eligible (pursuant to federal regulations) school district for at least three years after certification.
5.	What are the applicable statutes and rules?	Section 231,621, F.S Critical Teacher Shortage Student Loan Forgiveness Program Section 231.625. F.S Teacher Recruitment and Retention (including provisions authorizing the Great Florida Teach-In) Ch. 2001-47, L.O.F.
6.	Where can I get additional information?	The Florida House of Representatives Council for Lifelong Learning (850) 414-6694  The Florida House of Representatives Committee on General Education (850) 414-9780
		Department of Education Bureau of Educator Recruitment & Professional Development (850) 922-9750 www.firn.edu/doe/bin00024



## Council for Lifelong Learning Excellent Teaching Program

Fact Sheet

1.	What is the Excellent Teaching Program?	In 1998, the Legislature created the Excellent Teaching Program as a supplement to state certification. The program provides incentives for classroom teachers to seek national certification through the National Board for Professional Teaching Standards (NBPTS). The Excellent Teaching Program provides a fee subsidy of 90 percent of the NBPTS fee, \$2,300 as of June 2001, for Florida teachers who seek NBPTS certification. Additionally, a one-time portfolio preparation fee of \$150 is also paid. Florida teachers who receive NBPTS certification are eligible to receive an annual bonus of 10 percent of the prior fiscal year's statewide average salary for classroom teachers, approximately \$3,800 for every year of the life of the certification (10 years). An additional 10 percent bonus can be earned for NBPTS certified teachers who mentor and provide other services to non-NBPTS teachers.  The total appropriation for this program has increased each
		year since the 1998-1999 school year. The Legislature appropriated \$12 million for the 1998-1999 school year, \$14 million for the 1999-2000 school year, \$19 million for the 2000-2001 school year, and \$31.4 million for the 2001-2002 school year.
2.	What is the teacher's responsibility in the program?	A teacher for whom the state pays the certification fee and who does not complete the program or does not teach in a public school in Florida for at least one year after completing the certification must repay the fee to the state. A teacher who completes the program but fails to be awarded NBPTS certification does not have to repay the state.
3.	What is the National Board for Professional Teaching Standards (NBPTS)?	The NBPTS was established in 1987 as a nonpartisan, independent not-for-profit organization with the goals of setting high, rigorous, and detailed standards of what accomplished teachers should know. These standards represent 24 certification fields. Candidates must possess a baccalaureate degree, hold a valid state teaching license, and have accomplished three years of successful teaching.
		National Board certification is a declaration that a classroom teacher has met the high and rigorous professional standards set by the NBPTS as measured by a peer group of classroom teachers.

		Candidates for Nat portfolio review and and teaching. NBP approximately one includes students' w teacher providing of	d a two-part o TS estimates year to complo work and video classroom inst	issessment be that certification. The postapes of the ruction.	pased on standards cation takes rtfolio review e classroom
4.	How much interest have	Since the program's	s inception th	e tigures ar	e as follows:
	teachers shown in the		1998-1999 1	.999-2000	2000-2001
	Excellent Teaching	# Applicants	1749	1455	2421
	Program?	# Withdrawals	378	354	486
		Total	1371	1101	1935
		Participants			
		# Earning	546	700	The number
		NBPTS			certified
		certification			will be available in
					November
					2001.
		who do not pass a p portion. In the pas the entire program exam. It is hypoth the number of teac	st, teachers w n if they did no esized that th	ere required ot pass even nis policy cha	d to re-enroll in one portion of the
5.	How does NBPTS	The 1998 Legislatu			
	certification affect	certification proce			
	Florida's state	NBPTS-certified, of state and pass Flor			
	certification process?	requirement, qualif			
	·	A certified NBPTS teacher is deemed to meet state renewal			
		requirements for t			
6.	What teachers are	All classroom teachers in Florida school districts are eligible.			
	eligible?	The 1999-2000 Legislature amended the statute to include the Florida School for the Deaf and the Blind as a school district			
	<del>-</del>	florida School for for purposes of thi		tue Riina as	a school district
7	What are the englished			lent Teachir	na Program
7.	i (	Section 236.08106, F.S Excellent Teaching Program Section 236.08107, F.S Excellent Teaching Program Trust			
	كمتأنيب لممرم متطبيطهم	Section 236.0810/	', r.s excei	ieni reachir	ng Program Trust
•	statutes and rules?	Section 236.08107	, F.S Excel	ieni reachir	ng Program Trust
	statutes and rules?		,5 Out-of-s	state teache	ng Program Trust ers

		certificate
		2001-2002 GAA, S.A. 127
		2000-2001 GAA, S.A. 90
		1999-2000 GAA, S.A. 114
		1998 -1999 GAA, S.A. 119B
8. Whe	ere can I get	Florida Department of Education
	tional information?	Division of Human Resource Development
daai	Tional informations	325 West Gaines Street
		Suite 203, Turlington Building
		Tallahassee, FL 32399-0400
		(850) 413-6073
		www.firn.edu/doe/etp/
		Florida Danautus aut of Education
		Florida Department of Education
		"Florida Excellent Teaching Program Technical Assistance"
		Document #1, July 31, 1998  Document #2, September 21, 1998
		Document 472, September 21, 1990
		The National Board for Professional Teaching Standards
		26555 Evergreen Rd., Suite 400
		Southfield, MI 48076
		1-800-532-1813
		www.nbpts.org
		   NBPTS Certification Policy & Procedure Questions:
		The National Board for Professional Teaching Standards
		6818 South Zarzamore Street
		San Antonio, Texas 78224
		The Florida House of Representatives
		Committee on Education Innovation
		(850) 488-7451



## Council For Lifelong Learning Merit Pay for Teachers

Fact Sheet

September 2001

1.	What is merit pay for
	teachers?

"Merit pay is an approach to rewarding exemplary teachers by paying them higher salaries based on their performance or the performance of their students... Some school districts have combined merit pay with other factors—such as additional planning time, training, flexible assignments, and changes in working conditions or environments—and they report that the distinctions have helped them retain high-quality teachers."

-- The Language of Learning: A Guide To Education Terms. by J. McBrien and R. Brandt. Alexandria, VA: Association for Supervision and Curriculum Development.

### 2. Does Florida have a merit pay system?

Florida does have a merit pay system. The 1997 Legislature passed legislation that requires school boards to "base a portion of each employee's compensation on performance." (Ch. 97-212, L.O.F.) In addition, "The superintendent must recommend a salary schedule for instructional personnel which bases a portion of each employee's compensation on performance under Section 231.29, Florida Statutes" (Section 231.29, Florida Statutes, addresses student assessment procedures and criteria).

These salary schedules are locally determined. The state does not mandate an exact percentage of a teacher's pay that must be based on performance.

In the 1999 Legislative Session, the Legislature passed the A+ Education Plan (Ch. 99-398, L.O.F.) which contained provisions for improving teacher quality. This legislation established that teachers and administrators who demonstrate outstanding performance (based upon student achievement criteria measured under Section 231.29, Florida Statutes) could annually earn a bonus of up to 5 percent of their base pay.

In the 2000 Legislative Session, the Legislature created the Mentor Teacher School Pilot Program (Ch. 2000-301, L.O.F.). Section 231.700, Florida Statutes, authorizes the Commissioner of Education to select a combination of elementary, middle, and high schools representing small, medium, and large districts to participate in the program.

		Schools chosen to participate must offer a five tier teacher development system that includes:  • Education Paraprofessional Learning Guides  • Associate Teachers  • Teachers  • Lead Teachers  • Mentor Teachers  Each of the five levels has specific performance requirements for educational experience, student performance, and peer support or training. Teachers at the pilot schools would be allowed to move up this pay-differentiated career ladder based on performance instead of receiving lock step salary increases based upon years of service. Mentor teachers are eligible to receive up to twice the district average classroom teacher salary.
3.	Do parents and teachers	The Legislature appropriated \$1.1 million for the Mentor Teacher School Pilot Program in the 2001-2002 General Appropriations Act (S.A. 7C). Section 230.23(5)(c), F.S., instructs the district school board
	have input in the salary schedule?	to adopt teacher salary schedules. The law requires that "the school board shall seek input from parents, teachers, and representatives of the business community."
4.	What are the applicable statutes and rules?	Section 230.23(5)(c), F.S Compensation and salary schedules.  Section 230.33(7)(b), F.S Compensation and salary schedules.  Section 231.29, F.S Assessment procedures and criteria.  Section 236.02, F.S Salary schedule.
5.	Where can I get additional information?	Florida Department of Education Division of Public Schools (850) 487-3663 www.firn.edu/doe/bin000611/mentor_pilot.htm  The Florida House of Representatives Committee on Education Innovation (850) 488-7451



## Council for Lifelong Learning The "Barry Grunow Act"

Fact Sheet

1.	What is the Barry Grunow Act?	The Barry Grunow Act (act) provides designated benefits for any Florida teacher or school-based administrator who is killed while engaged in the performance of teaching or school administrator duties.  The act provides four benefits: (1) \$75,000 to the beneficiary or heirs of a decedent teacher or administrator; (2) \$1,000 to be paid toward the funeral and burial expenses of such teacher or administrator; (3) Payment of health insurance premiums for the spouse and dependent children of the decedent teacher or administrator; and (4) Waiver of any state matriculation and tuition fees for the teacher's or administrator's dependent children admitted to a
		publicly funded vocational-technical school, community college, or university.
2.	Who was Barry Grunow?	Barry Grunow was a Lake Worth (Florida) Middle School teacher who was shot and killed by a student just outside his classroom, on the last day of school (May 26, 2000).
3.	Who is eligible for these benefits?	Any individual in a position defined as instructional personnel under s. 228.041, F.S., is eligible. Instructional personnel include classroom teachers, guidance counselors, school psychologists, librarians, or teachers aides. In addition, school-based (as opposed to those based at the district or elsewhere) administrators are eligible.
4.	Under what circumstances are benefits triggered?	The benefits in the bill are triggered when a teacher or school-based administrator is killed as a result of an unlawful and intentional act, provided that it was an act of violence inflicted by another person and that it occurs while the teacher or administrator is engaged in his or her teaching or school administrative duties, or because he or she is a teacher or school administrator.
		In other words, the act covers any "on the job" intentional killing, or any killing while not on the job, if the killing were BECAUSE the person is a teacher or school administrator (e.g., "stalking").

5.	Prior to the enactment of the Barry Grunow Act, what special death benefits were available for the spouse of a teacher killed in the line of duty?	The spouse of <i>any</i> member of the Florida Retirement System, in which teachers participate, killed in the line of duty is paid one-half the salary of the deceased, or the member's current retirement benefit for life, whichever he or she chooses. The special death benefits provided in the Barry Grunow Act are in addition to these Florida Retirement System benefits.
6.	How much funding has been provided?	\$165,000 was provided in the 2001-2002 GAA.
7.	What are the applicable statutes?	Section 112.1915, F.S Teacher and school administrator death benefits.
8.	Where can I get additional information?	2001-2002 General Appropriations Act, S.A. 138B  Florida Department of Education Division of Public Schools (850) 488-2601  www.firn.edu/doe  The Florida House of Representatives
		Committee on General Education (850) 414-9780



## Council for Lifelong Learning Acceleration Mechanisms

### Fact Sheet

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1.	What are acceleration mechanisms?	Acceleration mechanisms are intended to shorten the time necessary for a student to complete the requirements for a secondary or postsecondary degree, broaden the scope of courses available to students, or increase the depth of study available for a particular subject. Participation in acceleration programs allows students to save time and money by earning academic credit that may apply toward postsecondary degree/certificate requirements. A variety of acceleration mechanisms are available in Florida for secondary and postsecondary students attending public educational institutions: dual enrollment (See Dual Enrollment Fact Sheet.), advanced placement, early admission, credit by examination, and the International Baccalaureate Program.  In addition to the mechanisms available to high school students, students in lower grade levels who take certain high school courses (courses in sections 9-12 of the course code directory) may use the course to satisfy graduation requirements, according to the district's pupil progression
2.	What is the cost?	plan.  High school students enrolled in dual enrollment courses or participating in early admission programs are not required to pay registration, matriculation and lab fees. Public school students are also exempt from the payment of any fees for the administration of an Advanced Placement (AP) or International Baccalaureate (IB) exam. This can represent a
3.	Who can participate?	considerable cost savings to the student and family.  Public and nonpublic school students are eligible to participate.  Home education students may also participate in dual enrollment, early admission, and credit by examination.
4.	What is early admission?	Early admission students are enrolled in a postsecondary institution on a full-time basis in courses that are creditable toward their high school diploma and postsecondary degree. They must have completed a minimum of six semesters of full-time high school enrollment, including studies undertaken in the ninth grade. Vocational early admission students are early admission students enrolled full time in an area technical center or community college in courses that are creditable toward a high school diploma and the certificate or associate degree.

5.	What is the Advanced Placement Program?	Advanced placement (AP) serves eligible secondary students by providing them the opportunity to complete college-level studies during high school. To receive college credit for the course at a public postsecondary institution, students must score a minimum of three, on a five-point scale, on the corresponding Advanced Placement Examination. The specific courses for which students receive credit shall be determined by the community college or university that accepts the student for admission.
6.	What is credit by examination?	Credit by examination is a mechanism through which secondary and postsecondary students generate postsecondary credit by receiving a specified minimum score on nationally standardized general or subject-area examinations. The examinations and scores required for awarding credit are defined by the State Board of Education. Community colleges and universities may also award such credit based on student performance on examinations developed within and recognized by individual colleges and universities.
7.	What is the International Baccalaureate Program?	The International Baccalaureate (IB) Program is an advanced level of high school course work that is designed to meet various international university entrance standards. The IB Program is offered through the International Baccalaureate Office (IBO), a nonprofit educational foundation based in Switzerland. The award of credit based on scores achieved on IB diploma program examinations and the transfer of those credits are mandatory. The State Board of Education sets the cutoff scores and the number of credits the students receive for the IB examinations.
8.	Do financial incentives exist for offering acceleration mechanisms?	For each student in each advanced placement course who receives a score of three or higher on the AP examination, the district receives a value of .24 FTE (approximately \$800 per student). At least 80 percent of these additional funds must go to the high school offering the AP courses. To each classroom teacher who provides the AP instruction, the school district must distribute a \$50 bonus for each student who scores 3 or higher on the AP exam. A \$500 bonus is paid to each teacher who teaches an AP course at a "D" or "F" school and who has at least one student who achieves a score of 3 or higher on the AP exam.  A similar bonus program exists for districts offering the International Baccalaureate Program. IB students must receive a score of 4 or higher on a subject examination for the district to receive the additional value of .24 FTE; and the district receives a value of 0.3 FTE for each student who

	receives an IB diploma (total is approximately \$1000 per student). The 2001 Legislature (Ch. 2001-47, L.O.F) provided that the teachers of IB courses receive the same type of bonuses that are distributed for teachers of the AP courses.
9. What are the applicable statutes and rules?	Section 232.246, F.S.—General requirements for high school graduation  Section 236.081(1)(k) and (m), F.S AP and IB bonuses  Section 240.116, F.S Articulated acceleration  Section 240.1161, F.S District interinstitutional articulation agreements  Section 240.1163, F.S Joint dual enrollment and advanced placement instruction  Ch. 2001-47, L.O.F IB bonuses  Rule 6A-10.024(8), F.A.C Articulation between universities, community colleges, and school districts  Rule 6A-10.0315, F.A.C College preparatory testing,
	placement, and instruction
10. Where can I get additional information?	Florida Department of Education publications:  Course Code Directory  "Guidelines: Dual Enrollment and Interinstitutional Articulation Agreements"  "Information on Advanced Placement Programs"
	The Florida House of Representatives Committee on General Education (850) 414-9780



### Council for Lifelong Learning Dual Enrollment

Fact Sheet

September 2001

#### What is the dual enrollment program?

The dual enrollment program is a type of acceleration mechanism that allows a public high school student to enroll in a course for which he or she simultaneously receives high school and college credit. (See the Acceleration Mechanism Fact Sheet.) For college-level course work, the student must demonstrate readiness and have a 3.0 GPA. Dual enrollment may serve to shorten the time and money necessary for a student to complete the requirements necessary for a secondary or postsecondary degree. For purposes of calculating the grade point average for a Florida Bright Futures scholarship, additional weights are added for dual enrollment courses.

Vocational dual enrollment allows a student to seek a degree or certificate from a complete job-preparatory program. However, vocational dual enrollment may not supplant a student's acquisition of a diploma. For vocational-level course work, the student must demonstrate readiness and have a 2.0 GPA.

The 2000 Legislature authorized dual enrollment to serve as a true acceleration mechanism by requiring full disclosure to students and parents of dual enrollment as a curricular opportunity, removing the high school completion requirement for eligibility in the program, eliminating the excess requirement of more than 24 high school credits for graduation, and requiring that dual enrollment courses satisfy high school graduation requirements. Other legislation required the Articulation Coordinating Committee to recommend postsecondary courses that satisfy high school requirements for graduation, establish credit equivalency between postsecondary courses and high school courses, and review district articulation agreements.

Once enrolled, students may take courses conducted during or after school.

2. How is the dual enrollment program coordinated between the secondary and

All of Florida's public community colleges and several state universities have dual enrollment agreements with specific school districts in their service area. Students may be enrolled in dual enrollment instruction provided by an eligible independent postsecondary institution. An independent college

### postsecondary educational institutions?

or university which is located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Commission of the Association of Independent Colleges and Schools, and confers degrees is eligible for inclusion in the dual enrollment program.

Community college presidents and superintendents of schools jointly develop and implement an articulated acceleration program and agreement between the postsecondary educational institution and the district. All secondary students must be provided, prior to enrollment in a dual enrollment course, information regarding the potential for the course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. School districts and community colleges must weigh collegelevel dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated.

Additionally, the Commissioner of Education has the duty to develop and coordinate a common course designation and numbering system for postsecondary and dual enrollment education in school districts, community colleges, participating nonpublic postsecondary education institutions, and the State University System. The Articulation Coordinating Committee is charged with appointing faculty committees from public school, community college, and university faculties to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment. The equivalencies are to be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. Recommendations are to be made to the State Board of Education. High schools will accept the postsecondary education courses toward meeting high school graduation requirements.

### 3. What is the cost to the student?

Neither public nor private high school students are required to pay registration, matriculation, and lab fees for dual enrollment courses taken at a public university or community college. However, the exemption from payment of instructional materials, registration, matriculation, and laboratory fees does not apply to students dually enrolled in an eligible independent postsecondary institution. No

		provision is made for purchase of instructional materials for private school or home school students in the dual enrollment program, so it would be up to the private school or the student to obtain the materials.  A student enrolled in community college or university dual
4.	How is dual enrollment funded?	enrollment instruction may be included in calculation of a full-time equivalent student membership for basic programs for grades 9 through 12 by a district school board. Such a student may also be calculated as the proportional share of full-time equivalent enrollment he or she generates for the community college or university conducting the dual enrollment instruction.
5.	What are the applicable statutes and rules?	Section 229.551, F.S Educational management Section 232.246(1), F.S Dual enrollment credits for high school graduation Section 232.2462(1)(a), F.S Dual enrollment postsecondary credit hours and high school credit towards graduation Section 233.63, F.S Instructional materials, dual enrollment students Section 236.081(1)(g), F.S Funds for dual enrollment Section 236.083, F.S Transportation funds for dual enrollment students Section 239.115(10), F.S Proportionate funding for dually enrolled students in workforce development Section 239.117(4)(a), F.S Workforce development postsecondary student fees; exemption for dual enrollment Section 239.241, F.S Vocational dual enrollment and early admission Section 240.115, F.S Dual enrollment as acceleration mechanism Section 240.1161, F.S District interinstitutional articulation agreements Section 240.1163, F.S Joint dual enrollment and advanced placement instruction Section 240.117(5), F.S Prerequisite for dual enrollment in math and English Section 240.535, F.S Fees Section 240.40202(3), F.S Dual enrollment courses weighting for Florida Bright Futures Scholarship
6.	Where can I get	Florida Department of Education Publications "Guidelines: Dual Enrollment and Interinstitutional Articulation
	additional information?	Agreements"

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The Florida House of Representatives	
Committee on General Education	
(850) 414-9780	

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### Council for Lifelong Learning

### Extracurricular Activities

Fact Sheet

September 2001

- Who sets and oversees eligibility requirements for athletic programs in public schools?
- 2. What requirements must a student meet to be eligible to participate in interscholastic extracurricular student activities?

In 1997, the Legislature statutorily designated the Florida High School Activities Association (FHSAA) as the organization to operate, govern, regulate, and oversee athletic programs, including eligibility requirements, for Florida's public schools in grades 6 through 12. The FHSAA is not a state agency, but has a quasi-governmental function.

A student is eligible to participate in interscholastic extracurricular activities in the school in which he or she first enrolls each school year, or is a candidate for an athletic team by engaging in a practice prior to enrolling in the school. The student is eligible in that school as long as he or she remains enrolled in that school.

To become eligible a student must maintain:

- a 2.0 grade point average (GPA) or above on a 4.0 scale in the semester preceding participation; OR
- a cumulative 2.0 GPA.

However, a student is not required to maintain a *cumulative* 2.0 GPA until his or her junior and senior year.

Prior to a student's junior year, if his or her GPA falls below the minimum cumulative 2.0 required for graduation, the student must enter into a contract with the school district, the appropriate governing association, and the student's parents or guardian. The contract must require the student to attend summer school or its graded equivalent.

If a student is convicted of a felony or commits a delinquent act that would have been a felony if committed by an adult, the student's eligibility for participation in interscholastic extracurricular activities will be determined by the established and published policy of the school board. This rule applies regardless of whether adjudication is withheld.

A school district may set additional eligibility requirements, but the requirements must not make participation less accessible to home education students than to other students.

3.	When can a home education student participate in extracurricular activities?	To participate in extracurricular activities, a Florida home education student must:  • demonstrate educational progress by an agreed upon method of evaluation;  • meet the same residency requirements as other students in the school; and  • register his or her intent to participate with the school before the beginning date of the season for the activity.  Home education students are allowed to participate at the public school to which they are assigned or at the public school which the student could choose to attend pursuant to open enrollment provisions.
		A public school student who has not maintained academic eligibility may not participate in extracurricular activities as a home education student until the student successfully demonstrates educational progress in a home education program for one grading period.
4.	Can private schools participate in FHSAA and compete against public schools?	Nonpublic schools that wish to compete against public schools may become members of the FHSAA. Florida law prohibits the FHSAA from recruiting students for athletic purposes. The FHSAA must also provide penalties for violations and an appeals process.
5.	How is FHSAA governed and structured?	The FHSAA includes a 15-member board of directors, a representative assembly, a public advisory committee, and a committee on appeals. Each member school appoints an official representative who must be either the principal, an assistant principal, or an in-house athletic director. The organization's membership is divided along existing county lines into four contiguous and compact administrative regions, each containing approximately the same number of member schools.  The FHSAA was restructured to operate as a representative democracy in which the sovereign authority is within the member schools.
6.	What are the applicable	Section 232.425, F.S Standards
	statutes and rules?	Section 232.43, F.S Cheerleaders Sections 232.60 through 232.68, F.S Florida High School Activities Association
7.	Where can I get additional information?	Florida High School Activities Association (352) 372-9551 www.fhsaa.org

#### Extracurricular Activities

 The Florida House of Representatives
Council for Lifelong Learning
(850) 414-6694
The Florida House of Representatives
Committee on Education Innovation
(850) 488-7451



## Council for Lifelong Learning Graduation Standards

### Fact Sheet

1.	What are the current high school graduation requirements?	In order to receive a standard high school diploma, a student must successfully complete 24 academic credits that meet certain curricular requirements, earn a passing score on all portions of the High School Competency Test (HSCT)*, earn a 2.0 cumulative grade point average in courses required for graduation, and meet any other requirements established by the school board.  * Beginning in the fall of 1999, students who enroll in the 9th grade must earn a passing score on the reading, writing, and math components of the 10 <sup>th</sup> grade Florida Comprehensive Assessment Test (FCAT) in order to qualify for a regular high school diploma. (See the Florida Comprehensive Assessment Test Sheet and the Testing Fact Sheet.)
2.	What specific courses must a student take to graduate?	The 24 credits required for graduation are distributed as follows:  English
3.	Can a school district choose to increase these graduation requirements?	Yes. School districts are authorized and encouraged by s. 232.246, F.S., to establish G.P.A. or academic credit requirements for graduation in excess of the minimum requirements set forth in statute.
4.	What are the applicable statutes and rules?	Section 232.246, F.S High School Graduation Requirements Section 229.57(3)(c)6., F.S FCAT Graduation Requirements
5.	Where can I get additional information?	Florida Department of Education Division of Public Schools (850) 488-2601

#### Graduation Standards

www.firn.edu/doe/bin00005/menus/curriculum.html
The Florida House of Representatives
Committee on Education Innovation
(850) 488-7451



### Council for Lifelong Learning

### High School Grading Scale

Fact Sheet

1.	What is the current high school grading scale for all Florida public high schools?	The current high school grading scale for all Florida public high schools is as follows:  Grade "A" equals 90% through 100%  Grade "B" equals 80% through 89%  Grade "C" equals 70% through 79%  Grade "D" equals 60% through 69%  Grade "F" equals 0% through 59%  Grade "I" equals 0%
2.	When was the original statewide public high school grading scale established?	In 1987, the Legislature established a statewide grading scale for all public high schools (Ch. 87-329, L.O.F.). The 1987 grading scale was as follows:  Grade "A" equals 94% through 100%  Grade "B" equals 85% through 93%  Grade "C" equals 75% through 84%  Grade "D" equals 65% through 74%  Grade "F" equals 0% through 64%  Grade "I" equals 0%
3.	Why did the Legislature establish a statewide grading scale?	The legislation was motivated by a perception of unfairness— if the Broward school district set the grade of "A" as equivalent to 90 percent to 100 percent, while the Palm Beach school district set it as equivalent to 94 percent to 100 percent, some people believed that students in Broward County had an unfair advantage in seeking awards, college admission, and participating in sports.
4.	Has the Florida public high school grading scale changed since 1987?	Yes, the 1997 Legislature raised the minimum for a "C" grade from 75 percent to 77 percent, the minimum for a "D" grade from 74 percent to 76 percent, and the grade for a "F" from 64 percent to 69 percent (Ch. 97-2, L.O.F.).  The 2001 Legislature established the current grading scale which provides a spread of 10 percentage points for each letter (Ch. 2001-237 L.O.F.). The motivation for this change in the grading scale was to bring the public high school grading scale in line with the scale used by most universities and colleges in Florida and in other states. Thus, by changing the grading scale, Florida students might be able to compete more equitably for out-of-state admission and for scholarships.

5.	Can different weights be assigned to grades?	Yes, under certain circumstances. In 1995, the Legislature amended the grading system to allow school districts to exercise a weighted grading system for the purpose of class ranking.
		Additionally, the 1998 Legislature required school districts to assign the same weights to grades in academic Dual Enrollment courses as honors and Advanced Placement (AP) courses. This legislation leveled the playing field between dual enrollment and AP courses by ensuring that students received equivalent weighted credit for more strenuous courses.
		Lastly, the 1998 Legislature authorized the Department of Education to assign weights to certain courses when evaluating high school transcripts for Bright Futures Scholarship eligibility. This legislation removed the potential that students were motivated to take "easy" courses to earn the grades required for a scholarship, rather than challenging courses that would better prepare them for college.
6.	What are the applicable statutes and rules?	Section 230.23005(8), F.S School board powers and duties regarding student assessment and affairs Section 232.24521, F.S Report cards; end-of-the-year Section 232.2463, F.S High school grading system Section 240.1163(4), F.S Dual Enrollment and Advanced Placement
7.	Where can I get additional information?	Florida Department of Education Division of Public Schools (850) 488-2601 www.firn.edu/doe The Florida House of Representatives
		Committee on Education Innovation (850) 488-7451
		The Florida House of Representatives Council for Lifelong Learning (850) 414-6694



#### Council For Lifelong Learning

# Physical Education Requirements (High School)



September 2001

 What is the history of physical education requirements in Florida public high schools? Section 232.246, F.S., outlines the 24 credits students are required to take for high school graduation. Before 1997, the physical education graduation requirement was "one-half credit of physical education to include assessment, improvement, and maintenance of personal fitness" (s. 232.246, F.S.). At that time, the physical education requirement could **only** be satisfied by taking a physical education course.

In 1997, the Legislature amended s. 232.246, F.S., to allow students to take a physical education course or participate in an interscholastic sport at the freshman, junior-varsity, or varsity level, for a full season, to satisfy the one-half credit physical education requirement for graduation. This legislation originated from the idea that students who participate in interscholastic sports work as hard or harder than students who take a physical education course; therefore, they should receive credit for participation in interscholastic sports.

The 1998 Legislature increased the physical education requirement for graduation from one-half to one full credit. Since the graduation requirement increased, the sports participation requirement also increased.

For students entering 9th grade in school year 1999-2000 and thereafter, participation in an interscholastic sport at the junior-varsity or varsity level for **two** full seasons will satisfy the one-credit requirement if the student participates for two seasons **and** passes a competency test on personal fitness with a score of "C" or better. A school board may not require that the one credit in physical education be taken during the 9th grade year (If the student satisfies the physical education requirement through the interscholastic sport option, he or she must substitute a one-credit elective for the physical education credit).

Adaptive Physical Education will satisfy this requirement for those exceptional students seeking a standard diploma who cannot be assigned to Personal Fitness pursuant to physical education guidelines in the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

For those students entering 9th grade in school year 1999-2000 and thereafter, who use the Personal Fitness course to satisfy a half credit, any other physical education course will meet the other half credit. However, the other physical education course should continue to build upon the Personal Fitness course through assessment, improvement, and maintenance of personal fitness.

2. Which sports may a student participate in lieu of the one credit physical education requirement?

According to the Department of Education (DOE), the interscholastic sports that meet this option are generally in those categories approved by the Florida High School Activities Association (FHSAA). According to FHSAA, interscholastic sports include: baseball, boys' basketball, football, soccer, swimming and diving, track and field, weight lifting, girls' basketball, cross country, golf, softball, tennis, volleyball, and wrestling.

In cases where school districts provide organized interscholastic competition in sports other than those governed by the FHSAA, the school board may designate these sports as meeting the requirement if the sport:

- involves physical exercise and has a set form and body of rules (a game);
- includes competition between or among schools;
- is conducted at the junior varsity or varsity levels;
- is conducted for a full season; and
- is under the supervision of a head coach who is a certified teacher and employed by the local school board.

Marching band, cheerleading, ROTC, or any activities that do not involve interscholastic sports competitions do not meet the requirement.

A student may participate in more than one sport to meet the requirement. For example, a student who participates in football in the fall and baseball in the spring meets the two full seasons participation requirement.

Each school district must determine if a student has met the interscholastic requirement and must document each student's eligibility to take the personal fitness competency test.

3.	Who proposed the	Current law, s. 232.246(3)(j), F.S., requires the DOE to develop
٥.	Who prepares the	the competency test on physical fitness. In April 2000, the
	Competency Test on	DOE completed and distributed the competency test on
	Personal Fitness?	physical fitness to the school districts.
4.	What is the competency test and what is it designed to do?	The competency test developed by the DOE consists of 87 items, 75 multiple-choice items, and 12 short-answer items. The competency test is designed to assess student mastery of the content of a physical education course, Personal Fitness
		<ul> <li>1501300. The test is organized around 12 skills that cover 17 benchmarks in three of the Sunshine State Standards for physical education. The 12 required skills are as follows:</li> <li>apply knowledge of safety practices to participation in activities that promote physical fitness;</li> </ul>
		<ul> <li>demonstrate understanding of the components of physical fitness;</li> </ul>
		<ul> <li>apply knowledge of technology to facilitate personal fitness;</li> <li>demonstrate understanding of health problems associated with inadequate fitness levels;</li> <li>evaluate and select physical activities according to fitness values;</li> <li>design and implement a fitness program that meets individual needs and interests;</li> <li>demonstrate understanding of correct biomedical and physiological principles related to exercise and training;</li> <li>exhibit an improved level of health-related fitness;</li> </ul>
		<ul> <li>describe the relationship of individual lifestyle to personal fitness and wellness;</li> <li>demonstrate understanding of sound nutritional practices related to physical fitness;</li> </ul>
		<ul> <li>demonstrate understanding of consumer issues related to physical fitness; and</li> <li>demonstrate understanding of the benefits derived from</li> </ul>
		participation in physical fitness activities
5.	What are the applicable	Section 232.246(3)(j), F.S General requirements for high
٥.	statutes?	school graduation.
6.	Where can I get	Florida Department of Education
U.	additional information?	Statewide Assessment and Evaluation
	additional injurnations	(850) 488-8198 or (850) 488-1701
		www.firn.edu/doe
		The Florida House of Representatives
		Committee on Education Innovation
		(850) 488-7451

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## Florida Community College System

Fact Sheet

September 2001

 What constitutes the Florida Community College System? The Florida Community College System is comprised of 28 locally-controlled, public community colleges. The community colleges and their respective districts include:

- Brevard Community College (Brevard County)
- Broward Community College (Broward County)
- Central Florida Community College (Marion, Citrus, and Levy Counties)
- Chipola Junior College (Jackson, Calhoun, Holmes, Liberty, and Washington Counties)
- Daytona Beach Community College (Volusia, Flagler Counties)
- Edison Community College (Lee, Charlotte, Collier, Glades, and Hendry Counties)
- Florida Community College of Jacksonville (Duval, Nassau Counties)
- Florida Keys Community College (Monroe County)
- Gulf Coast Community College (Bay, Franklin, and Gulf Counties)
- Hillsborough Community College (Hillsborough County)
- Indian River Community College (St. Lucie, Indian River, Martin, and Okeechobee Counties)
- Lake City Community College (Columbia, Baker, Dixie, Gilchrist, and Union Counties)
- Lake-Sumter Community College (Lake, Sumter Counties)
- Manatee Community College (Manatee, Sarasota Counties)
- Miami-Dade Community College (Dade County)
- North Florida Community College (Madison, Hamilton, Jefferson, Lafayette, Suwannee, and Taylor Counties)
- Okaloosa-Walton Community College (Okaloosa, Walton Counties)
- Palm Beach Community College (Palm Beach County)
- Pasco-Hernando Community College (Hernando, Pasco Counties)
- Pensacola Junior College (Escambia, Santa Rosa Counties)
- Polk Community College (Polk County)
- St. Johns River Community College (Putnam, Clay, and St. Johns Counties)
- St. Petersburg College (Pinellas County) \*
- Santa Fe Community College (Alachua, Bradford Counties)
- Seminole Community College (Seminole County)

		South Florida Community Callege (Utable to No. 1)
		<ul> <li>South Florida Community College (Highlands, DeSoto, and Hardee Counties)</li> </ul>
		Tallahassee Community College (Leon, Gadsen, and Wakulla
		<ul><li>Counties)</li><li>Valencia Community College (Orange, Osceola Counties)</li></ul>
}		valoricia community conege (orange, osceola countres)
		Note: The 2001 Legislature redesignated St. Petersburg Junior College as St. Petersburg College.
2.	How are community	The public community colleges are locally based and governed
	colleges governed?	entities with statutory and funding ties to state government.  The colleges strive to maintain sufficient local authority and
		flexibility while preserving appropriate legal accountability to
		the state. Each community college is a political subdivision of
		the state and is governed by a district board of trustees.  Each district board of trustees is vested with the
		responsibility to operate its respective community college and
		with the authority necessary for the proper operation and
		improvement thereof in accordance with rules of the State Board of Education and the Florida Board of Education.
		Board of Education and the Florida Board of Education.
		The district boards of trustees vary in size from five to nine
		members. The trustees are appointed by the Governor and
		must be approved by four members of the State Board of
		Education and confirmed by the Senate in regular session.
l		The district board is comprised of five members when a community college district is confined to one school district;
		seven members when a community college district is confined
		to one school district and the board of trustees so elects; and
		not more than nine members when the community college
3.	Who do the community	district contains two or more school districts.  As open-access institutions, community colleges serve all who
٥.	Who do the community colleges serve?	can benefit, without regard to age, race, gender, creed, or
	colleges serve?	ethnic or economic background.
4.	What is the mission of	The primary mission and responsibility of public community
	public community	colleges is responding to community needs for postsecondary
	colleges?	academic education and degree career education. This mission and responsibility includes being responsible for:
		providing lower level undergraduate instruction and
		awarding associate degrees;
		preparing students directly for vocations requiring less than baccalaureate degrees;
		providing student development services; and
		promoting economic development.

		<ul> <li>A separate and secondary role for the community colleges includes the offering of programs in:</li> <li>community services which are not directly related to academic or occupational advancement;</li> <li>adult general education; and</li> <li>recreational and leisure services.</li> </ul>
		Note: The 2001 Legislature authorized St. Petersburg College to offer selected baccalaureate degrees and established a process whereby community colleges may be authorized to offer a limited number of baccalaureate degrees designed to meet local workforce needs.
5.	What programs are community colleges authorized to offer?	The community colleges are authorized to offer such programs and courses as are necessary to fulfill their mission.
6.	What degrees are community colleges authorized to offer?	The community colleges are authorized to grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards, and diplomas. In addition, the 2001 Legislature authorized St. Petersburg College to offer selected baccalaureate degrees.
7.	What are the applicable statutes and rules?	Part III, Ch. 240, F.S Community College System Ch. 239, F.S Vocational, Adult, and Community Education
8.	Where can I get additional information?	Department of Education Division of Community Colleges (850) 488-1721 www.dcc.firn.edu
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



# Tuition and Fees for College Credit Courses at Community Colleges



1.	What fees must a student pay to enroll in a college prep or college credit course at a community college?	A student who enrolls in a college-prep or college-credit course at a community college must pay the matriculation fee and tuition (if out-of-state). If the community college charges a financial aid fee and/or a capital improvement fee, the student must pay those fees as well. A student may be required to pay other fees only if they are specifically authorized in statute. User fees may also be charged for specific services. These may include, for example, an application fee, parking fees, lab fees, or library fines.
2.	Who establishes the fees?	The Florida Board of Education (FBE) recommends matriculation and tuition fees to the State Board of Education before submitting them to the Legislature for adoption.  Community college boards of trustees are authorized by statute to establish other fees which include, but are not limited to, an activity & service fee, financial aid fee, capital improvement fee, and a technology fee.
3.	What is the activity & service fee?	An activity and service fee of no more than 10 percent of the matriculation and tuition fees may be charged by community colleges to provide student services and programs.
4.	What is the financial aid fee?	A financial aid fee of up to 5 percent of the matriculation fee (and tuition if out-of-state) may be charged by community colleges. Special provisions allow for colleges to collect an additional 2 percent if the total revenue generated by the financial aid fee is less than \$250,000.  Up to 25 percent of the financial aid fee revenues may be used to support students who demonstrate academic merit or participate in athletics, public service, cultural arts, or other extracurricular programs. Of the remaining financial aid fee revenues, 75 percent, for new awards, must be awarded based on absolute need and the remainder may be used for merit and other purposes approved by the district board of trustees.
5.	What is the capital improvement fee?	A capital improvement fee of up to \$1 per credit hour for instate students and up to \$3 per credit hour for out-of-state students may be charged by community colleges to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.

6.	Are the fees at each community college the same?	The 2001-2002 implementing bill provides that each community college board of trustees may set matriculation and tuition within a range of 10 percent below to 15 percent above the combined total of the adopted fee schedule and the technology fee. However, any amount from 10 to 15 percent above must be used only to support safety and security purposes.
7.	What is the technology fee?	Community colleges may charge a separate technology fee to support the implementation of technology improvement plans. The fee may not exceed \$1.80 per credit hour for residents and \$5.40 per credit hour for non-residents. This fee may apply to both college-credit and college-preparatory instruction. Half of the fee revenues may be pledged as a dedicated source for the repayment of debt, but revenues from the technology fee may not be bonded.
8.	Who is exempt from paying fees?	Certain students are provided fee exemptions in statute including students who are dually enrolled and WAGES clients.
9.	What are the applicable statutes and rules?	Section 240.35, F.S Student Fees
10.	Where can I get additional information?	Department of Education Division of Community Colleges (850) 488-1721 www.dcc.firn.edu  The Florida House of Representatives Committee on Colleges and Universities (850) 488-3711



### State University System (SUS)

Fact Sheet

September 2001

1.	What is the State
	University System?

The State University System (SUS) consists of eleven public postsecondary institutions:

- the University of Florida (UF), with a main campus located in Alachua County
- the Florida State University (FSU), with a main campus located in Leon County
- the Florida Agricultural & Mechanical University (FAMU),
   with a main campus located in Leon County
- the University of South Florida (USF), with a main campus located in Hillsborough County and two fiscally autonomous campuses, the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee
- the Florida Atlantic University (FAU), with partner campuses located in Palm Beach County & Broward County
- the University of West Florida (UWF), with a main campus located in Escambia County
- the University of Central Florida (UCF), with a main campus located in Orange County
- the University of North Florida (UNF), with a main campus located in Duval County
- the Florida International University (FIU), with a main campus located in Dade County
- the Florida Gulf Coast University (FGCU), with a main campus located in Lee County
- New College of Florida, a residential liberal arts honors college, located in Sarasota County

## 2. What are the goals of the State University System?

According to the most recent Strategic Plan, the goals of the State University System are to improve the quality of undergraduate education; provide adequate access to undergraduate and graduate education; increase degree production at all levels; enhance graduate education and research; solve critical problems in Florida; enhance public-private partnerships; develop creative and cost-effective programs that increase efficiency and don't sacrifice quality; establish a reliable source of state funding; enhance public education at all levels; broaden education, research, and advisement support through the use of information technology; provide accessibility to programs and services for all students; and increase on-campus residential opportunities for undergraduate students.

		T
3.	How are the SUS institutions governed?	The 2001 Legislature established 13-member boards of trustees for each of the SUS institutions. One member must be a student body president. The remaining 12 members are appointed by the Governor. Members of the boards of trustees of the state universities must be confirmed by the Senate in the regular session immediately following appointment. Each board of trustees is vested with the authority to govern and set policy for its institution, as necessary to provide proper governance and improvement of the institution in accordance with law and with rules of the Florida Board of Education.
4.	What are the responsibilities of the boards of trustees?	The boards of trustees are responsible for cost-effective policy decisions appropriate to the institution's mission, the implementation and maintenance of high-quality education programs within law and rule of the Florida Board of Education, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.
5.	What are the applicable statutes and rules?	Part II of Chapter 240, F.S State University System  Subtitle 6C, F.A.C State University System
6.	Where can I get additional information?	Florida Department of Education Division of Colleges and Universities (850) 201-7100 www.borfl.org/  The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



# Tuition and Fee Policy in the State University System

Fact Sheet

September 2001

 What are the fees a student must pay to enroll in a course at a public university?

2. Who establishes the fees?

A student who enrolls in a course at a public university must pay the following fees: matriculation, tuition (if out-of-state), a building fee, a capital improvement fee, a financial aid fee, an activity & service fee, an athletic fee and a health fee. Fees are typically assessed on a per credit hour basis.

The Florida Board of Education (FBE) is directed by statute to annually establish matriculation, tuition, and financial aid fees. Undergraduate matriculation and tuition are related to the cost of undergraduate education. The financial aid fee is related to tuition and matriculation; it may not exceed 5 percent of tuition and matriculation. At least 75 percent of the revenues from the financial aid fee for new financial aid awards must be based on absolute need.

The building fee is set in statute at \$2.32 per student credit hour and the Capital Improvement fee is set in statute at \$2.44 per student credit hour. The FBE may recommend changes to these fees.

If spending authority is provided in the General Appropriations Act, the FBE must approve a state university's request to implement a differential matriculation and tuition (out-of-state) fee. Additionally, the FBE is authorized to implement individual plans for a differential tuition (out-of-state) fee for state universities that have a service area that borders another state.

State universities are authorized by statute to establish local fees that include an activity & service fee, health fee, and athletic fee. The FBE must approve these fees. State universities retain revenues from these fees. Committees that include student representation must approve any increases in local fees. Local fees vary at universities and may vary among the branch campuses of the same university.

3. What is the activity & service fee?

The activity & service fee is a local fee charged by the university to provide student services and programs that benefit the student body in general. This includes, but is not limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all

		students at the university. The student government
		association determines the allocation and expenditure of
		revenues from the activity and service fee, although the
		university president has line item veto authority.
4.	What is the athletic fee?	The athletic fee is a local fee charged by the university to
''	vivia, is me armone jos.	provide funding for intercollegiate athletic programs.
5.	What is the health fee?	The health fee is a local fee charged by the university to
J.	what is the health fee?	provide basic health care services to students.
_	\\/\ \_\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	The FBE is also authorized by statute to establish any of the
6.	What other fees are	following fees that are often described as "user fees": a
	authorized in statute?	nonrefundable application fee; an admissions deposit fee for
		,,
		the University of Florida College of Dentistry, an orientation
		fee; a fee for security, access, or identification cards;
		registration fees for audit and zero-hours registration; a
		service charge for the payment of tuition in installments; a
		late-registration fee; a late-payment fee; a fee for
		miscellaneous health-related charges for services provided at
		cost by the university health center which are not covered by
		the health fee; materials and supplies fees; housing rental
		rates and miscellaneous housing charges; a charge
}		representing the reasonable cost of efforts to collect
		payment of overdue accounts; a service charge on university
		loans in lieu of interest and administrative handling charges; a
}		fee for off-campus course offerings; library fees and fines;
		fees relating to duplicating, photocopying, binding, and
		microfilming; copyright services; and standardized testing;
		fees and fines relating to the use, late return, and loss and
		damage of facilities and equipment; a returned-check fee;
		traffic and parking fines, charges for parking decals, and
		transportation access fees; fee for child care; and fees for
		transcripts and diploma replacement.
7.	What are the applicable	Section 240.209(3)(e), F.S Powers and duties of the FBE
'.	• •	with regard to the State University System
	statutes and rules?	Section 240.235, F.S State University System Fees
0	\\/\ \	Florida Department of Education
8.	Where can I get	Division of Colleges and Universities
	additional information?	(850) 201-7100
		www.borfl.org
		The Florida Annual Community of
		The Florida House of Representatives
		Committee on Colleges & Universities
		(850) 488-3711



# Commission for Independent Education

Fact Sheet

1.	What is the Commission for Independent Education?	The Commission for Independent Education (Commission) was created by the 2001 Legislature as a result of combining and transferring to a single board the powers and duties of the State Board of Independent Colleges and Universities and the State Board of Nonpublic Career Education. The Commission will be responsible for all independent postsecondary education institutions with the exception of those independent nonprofit colleges or universities eligible to participate in the Florida Resident Access Grant (FRAG) program.
2.	Who are members of the Commission?	<ul> <li>The Commission is comprised of the following six members:         <ul> <li>one member from an independent college or university that enrolls students who receive state or federal financial aid</li> <li>one member from an independent college or university that does not enroll students who receive state or federal financial aid excluding veteran's benefits</li> <li>one member from an independent nondegree granting school that enrolls students who receive state or federal financial aid</li> <li>one member from a public school district or community college who is an administrator of vocational-technical education</li> <li>two lay members who are not affiliated with an independent postsecondary education institution</li> </ul> </li> <li>The members are appointed by the Governor and subject to confirmation by the Senate.</li> </ul>
3.	What are the general responsibilities of the Commission?	<ul> <li>For the independent postsecondary institutions under its jurisdiction, the Commission:</li> <li>sets licensure standards;</li> <li>reviews applications for and issues: licenses; authorizations; registrations; and certificates of exemption;</li> <li>monitors the consumer practices of these institutions; and</li> <li>serves as a central agency for collecting and distributing information regarding these institutions.</li> <li>The Commission is authorized to appoint ad hoc committees as necessary to assist it in the performance of its duties.</li> </ul>

#### Commission for Independent Education

4.	What are the applicable statutes and rules?	Section 229.0074, F.S Division of Independent Education Ch. 246, F.S Nonpublic Postsecondary Institutions
		Rule 6E-1.0032, F.A.C Fair Consumer Practices
5.	Where can I get additional information?	Florida Department of Education Division of Independent Education <a href="https://www.firn.edu/doe/cie/">www.firn.edu/doe/cie/</a>
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## Postsecondary Remediation



1.	What is postsecondary "remedial" education?	Within Florida's postsecondary educational system, "remedial education" is synonymous with "college-preparatory" or "college-prep" instruction. Section 239.105 F.S., defines "college-preparatory instruction" as "courses through which a high school graduate who applies for an associate in arts degree program or an associate in science degree program may attain the communication and computation skills necessary to enroll in college credit instruction."
2.	Why is postsecondary remediation necessary?	Historically, Florida's community colleges have operated under an admissions process that is best described as an "open door" policy. This policy guarantees access to postsecondary education to all citizens through the Community College System. Because access is "open," students arrive with a wide variety of skill levels. New students can include high school honors students, recent high school graduates who have never taken higher level courses to become "college ready", or returning adults in need of a refresher course before challenging college credit courses. Postsecondary remediation courses provide students the skills necessary to succeed in college level courses.
3.	How is student readiness tested?	Performance in reading, writing/language, or mathematics for each student is gauged by scores on the Florida College Placement Test (CPT), the SAT, or the ACT. Students are considered "ready" for college in each of the three areas if scores on one of those three exams meet the required score of competency for each given area. For example, if a student receives a verbal score of 450 and a math score of 400 on the SAT, the student would be considered "ready" college in reading and writing/language (threshold is 440) but in need of remediation in math (threshold is 440).
4.	Who offers postsecondary remedial education?	Current law requires Florida community college or state university students who score below standardized passing scores on the Common Placement Test (or other comparable exam) to enroll in college-preparatory or other adult education courses in community colleges to develop needed college-entry skills. Community colleges must, however, advise students of alternative methods of meeting remedial education needs, such as using instruction from private providers. Community colleges may provide the remedial instruction on state university campuses. Additionally, any state university which

		offered remedial education prior to January 1, 1996 may continue to offer remedial education.
5.	What is the cost of remediation to the student?	The first two times a student enrolls in a remedial course, he or she pays the normal fee. If the course is taken a third time, the student must pay 100 percent of the cost of instruction. This policy is consistent with the policy for students enrolled in college credit courses.
6.	What information is available regarding the preparedness of Florida's public high school graduates?	The Commissioner of Education is required to report to the State Board of Education, the Legislature, and the school districts on the performance of public high school student who enroll in public postsecondary institutions. The report produced by the Department of Education to fulfill this requirement is called the "Readiness For College Report". The report includes data for all students who graduate with a standard diploma from a Florida public high school and who enter a public postsecondary institution as a degree-seeking student. The report does not include graduates who do not go to college; graduates who attend private or out-of-state colleges; transfer students; casual or non-degree-seeking students; students who take time off between high school and college; GED or non-standard diploma recipients; and private high school graduates. The report is based on data provided by the state universities, public community colleges, and state supported postsecondary vocational-technical centers.  Summary reports are prepared for the state as a whole, for each school district, and for each public high school. The summary reports must indicate the number of prior year graduates who enrolled in state-supported vocational-technical centers, community colleges, and state universities in Florida during the previous summer, fall, and spring terms and the number of those students whose scores on the entry-level placement tests indicate readiness for postsecondary education or the need for remediation through basic skills instruction or college-preparatory instruction. Each school district and high school must use the annual feedback report for developing school improvement plan strategies aimed at
7.	How many students need postsecondary remedial education?	improving student readiness for the public postsecondary level.  According to the 1999-2000 "Readiness for College" report, 63 percent of standard diploma high school graduates who became degree-seeking students in a public postsecondary institution in Florida were considered "ready" for college.  This means 37 percent needed at least one remedial course in math, reading, or writing. These percentages, however, are an improvement over 1997-1998 graduates (61.5% and 38.5%)

		and 1996-1997 graduates (58.8% and 41.2%).
8.	What are the applicable statutes and rules?	Section 239.105, F.S Definition of "college-preparatory instruction"  Section 239.301, F.S Adult general education  Section 240.117, F.S Common placement testing for public postsecondary education  Section 240.118, F.S Postsecondary feedback of information to high schools  Rule 6A-10.035 College Preparatory Testing Placement and Instruction  Rule 6A-10.038 Postsecondary Feedback of Student Information to High Schools
9.	Where can I get additional information?	Florida Department of Education Division of Community Colleges (850) 488-1721  www.dcc.firn.edu  Florida Department of Education K-16 Articulation (850) 922-0344  www.firn.edu/doe/postsecondary/college.htm  The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## "Time-to-Degree"



What does "Time-To- Degree" mean?	"Time-To-Degree" refers to a bill that passed in the 1995 Legislative Session related to the amount of time it takes for students to complete associate degree and baccalaureate degree programs. The main goal of the legislation was to decrease the amount of time it takes a student to complete a postsecondary degree program. Another goal of the legislation was to create a system where students would have an easier time transferring credits across educational sectors and between institutions. Additionally, numerous efforts have been made through utilizing acceleration mechanisms. (See the Acceleration Mechanisms Fact Sheet.)
What did the "Time-To- Degree" bill do?	The bill made three main changes to postsecondary education in Florida: (1) limited the length of an Associate in Arts (AA) degree to 60 semester hours and a baccalaureate degree, with some exceptions, to 120 semester hours; (2) required the identification of common general education core requirements; and (3) required the identification of common prerequisites across programs.
What is a "common prerequisite" and why is it important?	Common prerequisites are required components of the degree programs within the State University System (SUS). With limited exceptions, common prerequisites must be the same at all institutions to facilitate efficient transfer among all 39 public postsecondary institutions.  In 1996, the higher education institutions in the state established a list of common prerequisites for every degree program. The list provides students with information
	regarding the courses they need to take to be admitted into upper division programs.  The Common Prerequisites Counseling Manual is a centralized compilation of program prerequisites that can be referenced by counselors and students in their academic planning. The manual is compiled annually in a format that is accessible by all institutions. Each program of study listed in the Common Prerequisite Manual includes information regarding the required and/or suggested common prerequisites for that
	What did the "Time-To-Degree" bill do?  What is a "common prerequisite" and why is it

4.	the continued implementation of "Time-To-Degree" efforts?	The Articulation Coordinating Committee (ACC) of the Florida Board of Education (FBE) is assigned responsibility for monitoring and implementing the "Time-To-Degree" legislation. The ACC is an appointed working group consisting of Department of Education staff and representatives of school districts, community colleges, and universities. The FBE has responsibility for reviewing and approving exceptions to the prerequisite and degree-length requirements for baccalaureate degree programs.
5.	What is the status of "Time-To-Degree" efforts?	Community colleges now have a 60 hour limit for AA degrees and standard program lengths for all AS degrees. All community colleges and state universities now have a 36 hour general education requirement and all general education courses are approved annually by the ACC. All 600+ university majors now have common pre-requisites across the State University System (SUS). SUS programs are capped at 120 hours (with a few approved exceptions).
6.	Is Workforce Development Education affected by similar efforts?	The "Time-To-Degree" bill focused attention on the transfer of credit between community colleges and state universities. Attention has also been focused on the transfer of workforce development education credit between school districts, community colleges, and state universities. Florida law requires the ACC to establish standard program lengths for Associate in Science degree and vocational certificate programs. Faculty discipline groups from community colleges and school district vocational schools meet to determine curricular and accountability requirements. Efforts to strengthen articulation between Associate in Science (AS) degrees and Baccalaureate in Science (BS) degrees continue.
7.	What are the applicable statutes and rules?	Section 240.115, F.S Articulation Agreement; acceleration mechanisms Section 229.551, F.S Articulation Coordinating Committee Section 240.1162, F.S Articulation accountability process
8.	Where can I get additional information?	Articulation Coordinating Committee (850) 922-0344  Florida Board of Education Division of Community Colleges (850) 488-1721 www.dcc.firn.edu

Florida Board of Education
Division of Colleges and Universities
(850) 201-7100
<a href="https://www.borfl.org">www.borfl.org</a>

Florida Academic Counseling and Tracing for Students (FACTS) <a href="https://www.facts.org">www.facts.org</a>

The Florida House of Representatives Committee on Colleges and Universities (850) 488-3711



## Site-Determined Baccalaureate Degree Access Program

Fact Sheet

1.	What is the Site- Determined Baccalaureate Degree Access Program?	The Site-Determined Baccalaureate Degree Access (5DBA) Program is designed to increase access to baccalaureate degree programs through the use of community colleges. A community college may be authorized to offer a limited number of baccalaureate degrees designed to meet local workforce needs.
2.	How can a community college participate in the program?	<ul> <li>A community college may offer limited baccalaureate degrees in one of two ways:</li> <li>Enter into a formal agreement with the state university in its service area for the community college to deliver specified baccalaureate degree programs.</li> <li>Develop a proposal to deliver specified baccalaureate degree programs in its district.</li> <li>The agreement or proposal must show the following information:</li> <li>documented demand for the requested baccalaureate degree program;</li> <li>substantiated unmet need for graduates of the proposed degree program; and</li> <li>adequacy of community college facilities and academic resources to deliver the program.</li> </ul>
3.	What is the approval process for such agreements and proposals?	Each agreement or proposal must be submitted to the Council for Education Policy Research and Improvement for review and comment. The Florida Board of Education (FBE) must provide final approval.
4.	Are there additional accreditation requirements when offering specified baccalaureate degree programs?	Yes. Upon approval of the community college's proposal by the FBE, the community college must pursue regional accreditation by the Commission of Colleges of the Southern Association of Colleges and Schools.

5.	May a community college approved for the SDBA program offer any baccalaureate degree programs?	No. Only baccalaureate degree programs specifically detailed in the approved proposal may be offered by the community college. The Florida Board of Education must approve any additional baccalaureate degree programs the community college wishes to offer in the future.
6.	What is the mission of a community college participating in the SDBA program?	The primary mission of the community college, including community colleges that offer baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university. A community college may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer selected baccalaureate programs.
7.	What are the applicable statutes and rules?	Section 240.3836, F.S Site-determined baccalaureate degree access
8.	Where can I get additional information?	Council for Education Policy Research and Improvement (850) 488-7894  www.cepri.state.fl.us  Florida Board of Education Division of Community Colleges (850) 488-1721  www.dcc.firn.edu  Florida Board of Education Division of Colleges and Universities (850) 201-7100  www.borfl.org  The Florida House of Representatives Committee on Colleges & Universities
		Committee on Colleges & Universities (850) 488-3711



## College Reach-Out Program (CROP)



1.	What is the College	The College Reach-Out Program (CROP) is a statewide
	Reach-Out Program?	competitive grant program that was established for the
	3	purpose of encouraging economically and educationally
		disadvantaged students to seek and complete a postsecondary education.
2.	Who is eligible to	Students who are in grades 6 through 12 who meet certain
Ì	participate in the program?	economic and academic criteria are eligible to participate.
		The eligibility criteria are established by an advisory council, which includes representation from postsecondary education
		institutions.
3.	What types of services	CROP provides a student with academic enrichment activities
	are provided to the	from the time the student enters the program until he or she
	participant?	has completed high school and is enrolled in a postsecondary
	par respans	institution. Activities may include: career and personal
		counseling, tutoring, homework assistance, summer activities, and community involvement through partnerships with
1		colleges, universities, and community agencies.
4.	How is CROP funded?	Funding for CROP is provided in the General Appropriations
	Tiow is one funded.	Act. Part of the allocation supports an annual program
		evaluation. Funding for CROP in 2001-2002 is \$3,999,988.
		Postsecondary institutions and consortia submit proposals for
		CROP projects to an advisory council, which uses statutory
		guidelines to determine the projects that will be
	A42	recommended for funding.
5.	What are the applicable	Section 240.61, F.S College Reach-Out Program
	statutes and rules?	Department of Education V 16 Anticulation
6.	Where can I get	Department of Education, K-16 Articulation (850) 922-0344
	additional information?	www.firn.edu/doe/postsecondary/posthome.htm
		The Florida House of Representatives
		Committee on Colleges & Universities
		(850) 488-3711
1		Council for Education Policy Research and Improvement
		(850) 488-7894,
<u> </u>		www.cepri.state.fl.us



## Council for Lifelong Learning Joint-use Facilities

Fact Sheet

1.	What is a joint-use facility?	A "joint-use facility" is an educational facility that is cooperatively developed and used by two or more educational entities. Most often, joint-use facilities are shared between a university and a community college or a school district and a community college.
2.	Why are joint-use facilities useful?	Joint-use facilities enable the offering of cooperative educational programs at a single shared educational facility, thereby increasing access to such programs for students, in particular, increasing access to baccalaureate degree programs. These types of agreements between institutions utilize existing educational infrastructure to expand access while often limiting the state's expenditures for new buildings.
3.	What classes can I take at a joint-use facility?	A joint-use facility between a community college and public university may offer both lower and upper level courses that lead to the completion of a baccalaureate degree on the community college campus.
4.	How are joint-use facilities formed?	Joint-use facilities must be jointly requested by two or more boards, including district school boards, community college boards of trustees, the Board of Trustees for the Florida School for the Deaf and the Blind, and the Florida Board of Education (FBE). Assessment and approval of the project must be provided by the Florida Board of Education or the Commissioner of Education as appropriate. Once the request is approved, the boards involved must submit a joint resolution to the commitment of utilizing the facility requested. Funding is then requested from the Legislature.
5.	How are joint-use facilities funded?	Joint-use facilities are funded by the Legislature in the General Appropriations Act. In order for facilities to receive funds from the Public Education Capital Outlay and Debt Service Trust Fund, the project must be on the 3-year capital outlay priority list for both community colleges and universities.
6.	What are the applicable statutes and rules?	Section 235.195, F.S Cooperative development and use of facilities Section 235.199, F.S Cooperative funding of vocational educational facilities
7.	Where can I get additional information?	The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711

#### Joint-use Facilities

Council for Education Policy Research and Improvement
(850) 488-7894
www.cepri.state.fl.us



## Bright Futures Scholarship Program

Fact Sheet

1.	What is Florida's Bright Futures Scholarship Program?	The Bright Futures Scholarship Program is a lottery-funded scholarship program created by the 1997 Legislature to reward Florida high school graduates who merit recognition of high academic achievement and enroll in eligible Florida public and non-public postsecondary institutions.
2.	What are the components of the Bright Futures Scholarship Program?	The Bright Futures Scholarship Program (Program) is an "umbrella" program providing three awards: the Florida Academic Scholars Award, the Florida Merit Scholars Award, and the Florida Gold Seal Vocational Scholars Award. (See individual Fact Sheets for a further description of each program.)
3.	Who is eligible to receive a Bright Futures award?	<ul> <li>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</li> <li>complete a Bright Futures Scholarship Program Student Authorization Form</li> <li>be a Florida resident</li> <li>earn a Florida high school diploma, or the equivalent</li> <li>enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester</li> <li>not have been found guilty of, or pled nolo contendere to, a felony charge</li> <li>commence using the award within 3 years of graduation Specific eligibility requirements and award amounts for each component of the Program are discussed on the Fact Sheet for the particular award.</li> </ul>
4.	How does a student apply for a Bright Futures award?	To be considered for an award from the Bright Futures Program, a student must complete a Student Authorization Form by spring graduation. The same application form is used regardless of the award the student is seeking. The form must be submitted to the student's high school guidance counselor for processing. A copy of the form is available from the high school guidance counselor or from the Department of Education website with a link to Bright Futures. (See Question 7)
5.	Where can a student use a Bright Futures award?	Students who receive a Bright Futures scholarship may enroll in any eligible <b>Florida</b> public or private, independent postsecondary vocational-technical institution, community

	college, or university within three years after graduation from high school. A list of eligible institutions is available at the Department of Education website with a link to Bright Futures. (See Question 7)
6. What are the applicable statutes and rules?	Sections 240.4015 - 240.40209, F.S Bright Futures Scholarship Program
7. Where can I get additional information?	A high school guidance counselor  Department of Education Bureau of Student Financial Assistance 1-888-827-2004 (toll-free) (850) 410-5200 www.firn.edu/doe/bsfa  The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## Bright Futures Scholarship Program - Florida Academic Scholars Award



1.	What is the Florida Academic Scholars Award?	The Florida Academic Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (See the Bright Futures Scholarship Program Fact Sheet.)
2.	What is the award amount?	A student who attends a public institution is eligible for an award equal to the amount required to pay matriculation and fees (including lab fees up to \$300 per semester), and \$600 for college-related expenses annually. A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for the average matriculation and fees of a public postsecondary education institution at the comparable level, including the annual \$600 for college-related expenses. A student may also be eligible for an additional \$1,500 if he or she is rated as the school district's highest-ranking scholar.
3.	What are the specific eligibility requirements for the Florida Academic Scholars Award?	In addition to meeting the general eligibility criteria for a Bright Futures Award, a student must meet the following criteria to be considered for an Academic Scholars Award:  • achieve a 3.5 weighted GPA using the 15 core credits required for admission to a state university;  • perform 75 hours of community service; and  • score a 1270 SAT or 28 ACT (best composite score).  (See the Bright Futures Scholarship Program Fact Sheet.)  Note: Specific eligibility criteria may vary for students graduating from high school in or before 1999. Contact high school guidance counselor or check the Department of Education website with a link to Bright Futures. (See
4.	What are the 15 core credits on which the GPA calculation is based?	<ul> <li>Question 9)</li> <li>4 English (3 with substantial writing)</li> <li>3 Mathematics (Algebra I and above)</li> <li>3 Natural Science (2 with substantial lab)</li> <li>3 Social Science (any)</li> <li>2 Foreign Language (in the same language)</li> </ul>
		A student may use up to four additional credits from courses in the academic areas listed above and/or Advanced Placement

		(AP) or International Baccalaureate (IB) fine arts courses to raise his or her GPA.
5.	How are courses weighted for the GPA calculation?	Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.  Additional weight, of no more than 0.5 points per course, is given to the following:  • courses identified in the course code directory as AP, Pre-IB, or IB;  • courses designated as academic dual enrollment courses in the statewide course numbering system; and  • other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards.  For example, if a student earns an "A" in a regular course, 4.0 quality points are awarded. If the 'A" is earned in a course in
		one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.
6.	Are there other ways to qualify for an Academic Scholars Award?	<ul> <li>Yes. A student who performs 75 hours of community service and falls into one of the following categories may qualify for an Academic Scholars Award:</li> <li>National Merit Scholar or Finalist, National Achievement Scholar or Finalist, or National Hispanic Scholar;</li> <li>International Baccalaureate Diploma recipient;</li> <li>student has completed the IB curriculum and scores a 1270 SAT or 28 ACT;</li> <li>GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the 15 core credits;</li> <li>Early Admissions with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in curriculum courses completed; or</li> <li>student has attended a home education program during grades 11 and 12 and scores a 1270 SAT or 28 ACT.</li> </ul>
7.	What are the renewal criteria for an Academic Scholars Award?	To renew the Academic Scholars Award, a student must earn a 3.0 cumulative GPA and six credit hours per semester funded. An Academic Scholars Award recipient who earns a 2.75 - 2.99 cumulative college GPA and six credit hours per semester funded may renew as a Florida Merit Scholar.
8.	What are the applicable statutes and rules?	Sections 240.4015 - 240.40209, F.S Bright Futures Scholarship Program

## 9. Where can I get additional information?

A high school guidance counselor

Department of Education Bureau of Student Financial Assistance (850) 410-5200

Student Hotline: 1-888-827-2004 (toll free)

www.firn.edu/doe/bsfa

The Florida House of Representatives Committee on Colleges & Universities

(850) 488-3711



## Bright Futures Scholarship Program - Florida Gold Seal Vocational Scholars Award



1.	What is the Gold Seal Vocational Scholars Award?	The Florida Gold Seal Vocational Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program.  (See the Bright Futures Scholarship Program Fact Sheet.)
2.	What is the award amount?	A student who enrolls in a public institution is eligible for an award equal to the amount required to pay 75 percent of matriculation and fees (including lab fees up to \$300 per semester). A student who enrolls in a nonpublic institution is eligible for an award equal to the amount that would be required to pay 75 percent of the average matriculation and fees of a public institution at the comparable level.
3.	What are the specific eligibility requirements for the Florida Gold Seal Vocational Scholars Award?	In addition to meeting the general eligibility criteria for a Bright Futures Award, a student must meet the following criteria to be considered for a Gold Seal Vocational Scholars Award:  • achieve a 3.0 weighted GPA using the core credits required for graduation  • achieve a 3.5 unweighted GPA in a minimum of three sequential vocational credits  • achieve a passing score on the Common Placement Test (CPT) (or equivalent score on the SAT or ACT).  (See the Bright Futures Scholarship Program Fact Sheet.)  Note: Specific eligibility criteria may vary for students graduating in or before 1999. Contact the high school guidance counselor or check the Department of Education website which links to Bright Futures. (See Question 8).
4.	What are the core credits on which the GPA calculation is based?	<ul> <li>4 English</li> <li>3 Mathematics</li> <li>3 Natural Science</li> <li>3 Social Science</li> <li>Practical Art or Performing Art or ½ credit in each</li> <li>½ Life Management Skills</li> <li>½ Personal Fitness</li> <li>Beginning with 2003 graduates, one full credit of Personal Fitness will be required. For all students who entered high</li> </ul>

		school as a freshman in 1999 or after, one full credit in Personal Fitness is required for graduation.
5.	How are courses weighted for the GPA calculation?	<ul> <li>Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.</li> <li>Additional weight, of no more than 0.5 points per course, is given to the following: <ul> <li>courses identified in the course code directory as AP, Pre-IB, or IB;</li> <li>courses designated as academic dual enrollment courses in the statewide course numbering system; and</li> <li>other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards.</li> </ul> </li> <li>For example, if a student earns an "A" in a regular course, 4.0 quality points are awarded. If the 'A" is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.</li> </ul>
6.	What are the renewal criteria for the Gold Seal Vocational Scholars Award?	To renew the Gold Seal Vocational Scholars Award, a student must earn a 2.75 cumulative GPA and six credit hours per semester funded. A Gold Seal Scholar may also renew as a Florida Merit Scholar with a 2.75 cumulative college GPA and six credit hours per semester funded.
7.	What are the applicable statutes and rules?	Sections 240.40201 - 240.40209, F.S Bright Futures Scholarship Program
8.	Where can I get additional information?	A high school guidance counselor  Department of Education Office of Student Financial Assistance (850) 410-5200 Student Hotline: 1-888-827-2004 (toll-free) www.firn.edu/doe/bsfa  The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## Bright Futures Scholarship Program - Florida Merit Scholars Award



1.	What is the Merit Scholars Award?	The Florida Merit Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (See the Bright Futures Scholarship Program Fact Sheet.)
2.	What is the award amount?	A student who attends a public institution is eligible for an award equal to the amount required to pay 75 percent of matriculation and fees (including lab fees up to \$300 per semester). A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for 75 percent of the average matriculation and fees of a public postsecondary education institution at the comparable level.
3.	What are the specific eligibility requirements for the Florida Merit Scholars Award?	In addition to meeting the general eligibility criteria for a Bright Futures Award, a student must meet the following criteria to be considered for a Merit Scholars Award:  • achieve a 3.0 weighted GPA using the 15 core credits required for admission to a state university, and  • score a 970 SAT or 20 ACT (best composite score).  (See the Bright Futures Scholarship Program Fact Sheet.)  Note: Specific eligibility criteria may vary for students graduating in or before 1999. Contact high school guidance counselor or check the Department of Education website with a link to Bright Futures. (See Question 9)
4.	What are the 15 core credits on which the GPA calculation is based?	<ul> <li>4 English (3 with substantial writing)</li> <li>3 Mathematics (Algebra I and above)</li> <li>3 Natural Science (2 with substantial lab)</li> <li>3 Social Science (any)</li> <li>2 Foreign Language (in the same language)</li> <li>A student may use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise his or her GPA.</li> </ul>
5.	How are courses weighted for the GPA calculation?	Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.
		Additional weight, of no more than 0.5 points per course, is

6.	Are there other ways to qualify for a Merit Scholars Award?	<ul> <li>given to the following:</li> <li>courses identified in the course code directory as AP, Pre-IB, or IB;</li> <li>courses designated as academic dual enrollment courses in the statewide course numbering system; and</li> <li>other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards.</li> <li>For example, if a student earns an "A" in a regular course, 4.0 quality points are awarded. If the 'A" is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.</li> <li>Yes. A student who falls into one of the following categories may qualify for a Merit Scholars Award:</li> <li>National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service;</li> <li>student has completed the IB Curriculum and scores a 970 SAT or 20 ACT;</li> <li>student has attended a home education program during grades 11 and 12 and scores a 1070 SAT or 23 ACT;</li> <li>GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the 15 core credits;</li> <li>early admissions with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in curriculum courses</li> </ul>
7.	What are the renewal criteria for a Merit Scholars Award?	completed.  To renew the Merit Scholars Award, a student must earn a 2.75 cumulative GPA and six credit hours per semester funded.
8.	What are the applicable statutes and rules?	Sections 240.4015 - 240.40209, F.S Bright Futures Scholarship Program
9.	Where can I get additional information?	Department of Education Bureau of Student Financial Assistance (850) 410-5200 Student Hot Line: 1-888-827-2004 (toll-free) www.firn.edu/doe/bsfa  The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## Bright Futures Scholarship

## Testing Program



1.	What is the Bright Futures Scholarship Testing Program?	The Florida Bright Futures Scholarship Program is a program designed to increase the use of acceleration mechanisms such as CLEP (College Level Examination Program), International Baccalaureate (IB) programs, Advanced Placement (AP) courses, and dual enrollment courses and consequently shorten the time required for students to complete their degrees.
2.	Who is required to participate?	Initial award recipients for the 2002-2003 academic year who are eligible for a Florida Academic Scholars award or a Florida Merit Scholars award and enroll in a public community college or state university are required to participate in the program. Initial award recipients for the 2001-2002 academic year who are eligible for a Florida Academic Scholars award or a Florida Merit Scholars award and enroll in a public community college or state university may choose to participate in the program.
3.	What are the requirements of the student?	No later than second semester registration, the student must have completed five CLEP exams, one in each of the following areas: English; humanities; mathematics; natural sciences; and social sciences. Successful completion of dual enrollment courses, Advanced Placement examinations, and International Baccalaureate examinations in these areas taken prior to high school graduation satisfy this requirement. The community college or state university in which the student enrolls must award the student academic credit for passing the CLEP, AP, or IB exam or successfully completing the dual enrollment course.
4.	What is the cost to the student to take a CLEP exam under this program?	There is no cost to the student to take the CLEP exams required by this program. The community college or state university in which the student enrolls pays for the CLEP exams required by this program from discretionary lottery funds.
5.	Who benefits from the program?	Students and their families can benefit from the program because students will be able to graduate earlier. Earlier graduation saves the student and his or her family money, allows the student to begin his or her career or graduate education earlier, and provides additional capacity for other students at public institutions.

6.	What are the potential savings to the student?	A student who earns 15 hours of credit through the Bright Futures Scholarship Testing Program could reduce his or her time to degree by a semester and realize a savings of over \$5,000. The level of savings realized will increase or decrease based on the number of credits earned through the program.
7.	What are the applicable statutes and rules?	Section 240.4015, F.S Bright Futures Scholarship Testing Program
8.	Where can I get additional information?	Department of Education Bureau of Student Financial Assistance Student Hotline: 1-888-827-2004 (toll-free) (850) 410-5200 www.firn.edu/doe/bsfa
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## Florida Student Assistance Grant Program (FSAG)



1.	What is the Florida Student Assistance Grant Program?	The Florida Student Assistance Grant (FSAG) Program consists of three state-funded financial assistance programs that are available to undergraduate students who demonstrate financial need.
2.	Who is eligible to receive a Florida Student Assistance Grant?	<ul> <li>A student must meet the following general criteria to be considered for a Florida Student Assistance Grant:</li> <li>be a Florida resident;</li> <li>apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid;</li> <li>demonstrate a minimum financial need of \$200;</li> <li>enroll at an eligible Florida postsecondary education institution for a minimum of 12 credits per term (disabled students may be eligible to enroll on a part-time basis); and</li> <li>maintain a 2.0 cumulative grade point average while enrolled at an eligible postsecondary education institution.</li> </ul>
3.	What are the three financial assistance programs that comprise the FSAG Program?	The FSAG Program is comprised of the following three programs: the Florida Public Student Assistance Grant Program, the Florida Private Student Assistance Grant Program, and the Florida Postsecondary Student Assistance Grant Program. Each program is funded separately.
4.	Where can a student use a Florida Student Assistance Grant?	<ul> <li>Each of the three programs that make up the FSAG Program can only be used at certain postsecondary education institutions.</li> <li>Students who receive a Florida Public Student Assistance Grant must enroll at a Florida state university or community college.</li> <li>Students who receive a Florida Private Student Assistance Grant must enroll at a SACS-accredited independent nonprofit college or university located in Florida that offers baccalaureate degrees.</li> <li>Students who receive a Florida Postsecondary Student Assistance Grant must enroll at a private nursing diploma school located in Florida or an independent college or university located in Florida that does not qualify for the Florida Private Student Assistance Grant Program.</li> </ul>
5.	What is the award amount for the FSAG?	Each award is based on a student's demonstrated unmet need.  The award amount for the Florida Public Student Assistance Grant ranges from \$200 to the average cost of matriculation

		and registration fees at state universities or is an amount specified in the General Appropriations Act. The award amount for the Florida Private Student Assistance Grant and the Florida Postsecondary Student Assistance Grant ranges from \$200 to the average cost of matriculation and registration fees at state universities plus \$1,000 or is an amount specified in the General Appropriations Act.
		The 2001-2002 General Appropriations Act specifies that the maximum award amount for any of the three programs that make up the FSAG Program is \$1,300.
6.	Are part-time students eligible for the FSAG?	By law, a student must be enrolled for a minimum of 12 credit hours. However, the 2001-2002 General Appropriations Act provides \$3,828,086 for Florida Student Assistance Grants for part-time student. No specific award amount is indicated.
7.	What are the applicable statutes and rules?	Section 240.409, F.S Florida Public Student Assistance Grant Section 240.4095, F.S Florida Private Student Assistance Grant Section 240.4097, F.S Florida Postsecondary Student Assistance Grant
		Rules 6A-20.031 ~ 6A-20.033, F.A.C Florida Student Assistance Grant Program
8.	Where can I get additional information?	Department of Education Bureau of Student Financial Assistance (850) 410-5200 Student Hotline: 1-888-827-2004 (toll-free) www.firn.edu/doe/bsfa
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



# Florida Resident Access Grant (FRAG)



What is the Florida	The William L. Boyd, IV, Florida Resident Access Grant
Resident Access Grant?	(FRAG) is a tuition assistance program for students registered at eligible independent, nonprofit colleges or universities in Florida. The Bureau of Student Financial Assistance within the Department of Education (DOE) oversees the program.
Who is eligible to receive an award?	Florida residents who enroll full-time as undergraduates at selected independent colleges and universities in the state may be eligible to receive FRAG. Students enrolled in a theology or divinity program are <i>not</i> eligible to receive a grant. Eligible students must maintain a minimum GPA of 2.0 on a 4.0 scale. A student may receive the award for a maximum of nine semesters. The award is not need-based.
Where can a student use FRAG?	A student must attend an independent, nonprofit, 4-year SACS-accredited institution that is located in and chartered by the State of Florida.
How does a student apply for the FRAG?	A student applies for the FRAG at the institution the student plans to attend. The deadline for applying for the award is established by each participating institution.
What is the award amount?	The maximum amount that can be awarded is specified in the General Appropriations Act. The award amount for 2001-2002 is capped at \$2,686. The actual award amount is based on the overall amount appropriated by the Legislature for the program and the total number of eligible students.
What are the applicable	Section 240.605, F.S Florida Resident Access Grant Rule 6A-20.007, F.A.C Florida Resident Access Grants
Where can I get additional information?	Department of Education Office of Student Financial Assistance (850) 410-5200 Student Hotline: 1-888/827-2004 (toll free) www.firn.edu/doe/bsfa The Florida House of Representatives Committee on Colleges & Universities
	Where can a student use FRAG?  How does a student apply for the FRAG?  What is the award amount?  What are the applicable statutes and rules?  Where can I get



## Florida Prepaid College Program

Fact Sheet

1.	What is the Florida Prepaid College Program?	The Florida Prepaid College Program (Florida Prepaid) allows Floridians to purchase prepayment contracts for postsecondary education that lock in the cost of tuition, registration fees, local fees, and housing at the time the contract is purchased.
2.	Who can purchase a contract for a named beneficiary?	Anyone over the age of 18 may purchase a contract—a parent, a grandparent, business, trust, church or organization. The purchaser does not have to live in Florida or be related to the beneficiary.
3.	Are there restrictions governing the beneficiary of a contract?	A contract beneficiary must be a Florida resident under the age of 21 who has not entered 12 <sup>th</sup> grade. Nonresident children who have a resident parent are also eligible.
		The beneficiary of a Local Fee Contract or a Dormitory  Contract must be in the eighth grade or lower.
4.	How is a contract purchased?	Applications can be requested through the Florida Prepaid College Program at 1-800-552-GRAD. Persons interested in purchasing a contract should complete the application form and mail it with the non-refundable \$42 application fee to the Florida Prepaid College Program. Contracts must be purchased during the enrollment period, generally beginning in October of each year.
5.	What types of contracts are offered?	Florida Prepaid offers three types of contracts: tuition contracts, local fee contracts, and dormitory contracts. Tuition contracts cover matriculation, capital improvement, building, and student financial aid fees. Local fee contracts cover community college student activity fees and state university health, athletic, and activity and service fees. Dormitory contracts cover one to five years of dormitory residence. These contracts are used in conjunction with three types of programs: the four-year university plan, the 2+2 community college/university plan, and the two-year community college plan.
6.	What types of payment plans are available?	There are three types of payment options: a single, lump-sum payment; a monthly payment plan providing for equal payments each month until the child enters college; or the five-year installment plan of 55 equal monthly payments. The five-year plan is only available for students who are in 8th grade or an earlier grade at the time of purchase. Payments can be made via automatic clearing-house (ACH) or remitted through

		payroll deductions.
7.	How do prepaid benefits work at a public institution in Florida?	The state locks in the basic cost of tuition, registration fees, local fees, and housing at the time of the purchase of the contract. When the beneficiary enrolls in a public postsecondary institution, the state pays for the fees covered in the contract, regardless of the actual cost of those fees at the time of attendance.
8.	How do prepaid benefits work at a private, in-state institution?	The program allows the use of prepaid benefits at 34 private colleges and universities in Florida. If a student decides to enroll in an eligible private institution, Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a state postsecondary institution.
9.	Can prepaid benefits be used at an out-of-state institution?	A student may also use prepaid benefits at an eligible out-of- state college or university. The out-of-state institution must be regionally accredited, not for profit, and confer degrees. Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a postsecondary institution.
10.	Can prepaid benefits be used to obtain an applied technology diploma or a vocational certificate?	A student may also use prepaid benefits to obtain an applied technology diploma or a vocational certificate at a vocational-technical center or community college in Florida. Florida Prepaid will transfer to the vocational-technical center or community college an amount that does not exceed the redemption value of the original contract at a postsecondary institution. If the cost of the fees charged by the vocational-technical center or community college is less than the cost of the fees charged by a state postsecondary education institution, the amount transferred may not exceed the actual cost of the fees charged by the institution.
11.	Are there any tax benefits associated with the Florida Prepaid College Program?	Yes. Earnings generated from a contract purchased under the Florida Prepaid College Program are tax deferred. The earnings are taxed against a beneficiary's gross income once they are used to pay for a beneficiary's higher education expenses.
12.	What happens if a beneficiary receives a scholarship such as Bright Futures?	<ul> <li>If the beneficiary of a prepaid contract receives a scholarship, the contract benefits are provided for in the following manner:</li> <li>If the scholarship received must be used for payment of registration fees for which the prepaid benefits are intended, the scholarship is used for such purposes.  Moneys paid for the prepaid contract may be refunded to the purchaser in semester installments, coinciding with semesters in which the beneficiary is enrolled in a postsecondary institution, in an amount not exceeding</li> </ul>

current rates at a state postsecondary institution.

If the scholarship received does not require that award moneys be used for registration fees, then the prepaid contract benefits will be used for such purposes. The scholarship recipient may receive the proceeds from the scholarship to use for other educational expenses. This is the process used for students who are beneficiaries of a prepaid contract and who also receive a Bright Futures scholarship. The prepaid benefits pay the fees for which the contract was purchased, and the student still receives the full value of the Bright Futures award amount to pay for any remaining educational expenses, including living expenses.

In either instance, the purchaser also has the option to transfer the contract to a brother, sister, stepbrother, stepsister, half-brother or sister, or adopted brother or sister of the original beneficiary rather than receive the refund.

13. Are there any other conditions under which a purchaser may receive a refund?

There are several conditions that may arise where a purchaser is eligible for a refund. They are as follows:

#### Voluntary and Involuntary Cancellation:

A purchaser may choose to cancel the plan and withdraw his or her money at any time. The amount refunded to the purchaser for contracts that are voluntarily terminated or involuntarily terminated, either by virtue of fraud or by failure to make payment, is the amount paid into the contract less a fee if applicable.

#### Conversion from one plan to another:

In the event a prepaid plan is converted to a plan of a lesser value, the purchaser is entitled to a refund equal to the difference in what was paid for the original contract and what would have been paid had the lesser contract been purchased in the beginning. The beneficiary must notify the board prior to changing plans in order to be eligible for a refund.

#### Death or Disability:

In the event of a death or total disability of the beneficiary, the purchaser will be refunded an amount not to exceed the redemption value of the contract at a state postsecondary institution.

#### Dormitory Refund:

If a beneficiary is unable to use his or her dormitory contract

14. Can a prepaid contract be purchased without naming a beneficiary?	benefits due to an insufficient supply of campus housing, the purchaser will be refunded the actual value of dormitory rates at the given institution at the time of the application for dormitory space. If the beneficiary chooses not to apply for dormitory space, the purchaser will be refunded the purchase price of the contract less a termination fee.  Advanced payment contracts may be purchased without naming a beneficiary only for the purposes of awarding scholarships. This may be done in two ways:  An organization may purchase scholarships through the Florida Prepaid College Foundation. Scholarship contracts purchased through the foundation may provide for prepaid fees required to obtain an associate or baccalaureate degree, plus up to an additional 12 hours of prepaid fees if college prep instruction is needed. In order to be eligible to receive a scholarship purchased in this manner, a student must meet certain economic and academic requirements and must remain drug-free and crime-free.  Certain organizations may also purchase contracts directly during the enrollment period for scholarships without naming a beneficiary. Eligible organizations must be 501(c)(3) organizations and must operate a scholarship program that has been approved by the Prepaid Board. The purchasing organization chooses the beneficiary (the
15. Is the contract financially guaranteed?	scholarship recipient).  Yes. The Florida Prepaid College Program is financially guaranteed by the State of Florida.
16. What are the applicable statutes and rules?	Section 240.551, F.S Florida Prepaid College Program  Subtitle 19B, FA.C Florida Prepaid Postsecondary Expense Board
17. Where can I get additional information?	Florida Prepaid College Program 1-800-552-GRAD www.floridaprepaidcollege.com  The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## Florida College Savings Program



1.	What is the Florida	The Florida College Savings Program (Program) allows an
	College Savings Program?	individual to contribute funds to an account that are
		subsequently invested in order to pay for the higher education expenses of a designated beneficiary. The Florida College Savings Program is administered by the Florida Prepaid College Board. The Board is in the process of implementing the Program.
2.	Who can contribute funds?	No restrictions apply to an individual contributing funds to an account established under the Florida College Savings Program.
3.	Are there restrictions	No restrictions apply to an individual designated as the
	governing the beneficiary of an account?	beneficiary of an account established under the Florida College Savings Program. A beneficiary does not have to meet residency, age, or grade level requirements.
4.	How are the funds contributed to an account invested?	Funds contributed to an account established under the Florida College Savings Program are invested in accordance with a comprehensive investment plan adopted by the Florida Prepaid College Board and approved by the State Board of Administration. An individual account consists of the principal plus investment gains or minus investment losses.
5.	What higher education	Earnings generated from an account established under the
	costs does the Program cover?	Florida College Savings Program can be used to pay for a beneficiary's tuition, fees, books, supplies, equipment, and room and board.
6.	What types of payment plans are available?	A benefactor may contribute funds to an account established under the Florida College Savings Program via a lump sum or an installment plan. Contributions must be made in cash and can be transferred electronically or remitted through payroll deductions.
7.	Does a beneficiary of the Program have to attend a Florida institution?	A beneficiary of the Florida College Savings Program is not obligated to attend a postsecondary institution in Florida. A beneficiary must attend an eligible postsecondary educational institution as defined in Title 26, Section 135(c)(3), US Code.
8.	Are there any tax benefits associated with the Program?	Yes. Earnings generated from an account established under the Florida College Savings Program are tax deferred. The earnings are taxed against a beneficiary's gross income once they are used to pay for a beneficiary's higher education expenses.

9.	Can the earnings generated from the Program be used to pay for graduate education costs?	Yes. Earnings generated from an account established under the Florida College Savings Program can be used to pay for the costs associated with either an undergraduate or graduate education.
10.	Are accounts established under the Program financially guaranteed?	No. The Florida College Savings Program is not financially guaranteed by the State of Florida.
11.	What are the applicable statutes and rules?	Section 240.553, F.S Florida College Savings Program
12.	Where can I get additional information?	Florida Prepaid College Program 1-800-552-GRAD www.floridaprepaidcollege.com
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



# State Employee Education Voucher Program



1.	What is the State Employee Education Voucher Program?	Current law permits a state employee to receive a voucher or grant for matriculation fees to attend work-related courses at public community colleges, public technical centers, or public universities.
		The Department of Management Services (DMS) is responsible for implementing the program from funds appropriated to the department. In the event that the funds appropriated for purposes of the program are insufficient, each state agency may supplement these funds with other agency funds to support the training and education needs of its employees.
		The 2001 Legislature provided \$500,000 in funding for the State Employee Education Voucher Program.
		The State Employee Education Voucher Program replaces the State Employee Fee Waiver Program which permitted full-time state employees to register, tuition-free on a space-available basis, for up to six hours per term at state universities.
2.	Who is eligible to participate in the voucher program funded by the Legislature?	According to guidelines issued by the Department of Management Services, the voucher program funded by the Legislature will serve employees, either full-time or part-time, who occupy positions that have been identified to be eliminated due to reorganization, program phase out, grant elimination, downsizing, outsourcing, budget reduction, or other reduction in force. OPS and contract employees are not eligible.
		As noted previously, each state agency may use its own funds to provide equivalent vouchers if the agency determines there is a need and available resources. Training supported by agency funds is not limited to transitioning employees.
3.	How is priority for state employee education vouchers determined?	Once all applications have been received, the Department of Management Services will work with agency heads to prioritize applications in a way that maximizes the available resources to focus on employees most in need of transitional training.
4.	What fees are covered by the state employee education voucher?	Each voucher covers only the cost of matriculation fees as required by law. Other expenses associated with taking a course such as the Student Financial Aid Fee, the Capital Improvement Trust Fund Fee, Building Fee, Health Fee, Athletic Fee, Activity and Service Fee, lab fees and textbook

		. 181 (1 1111)
		costs will be the responsibility of the employee unless otherwise waived by the institution or paid for by the employee's agency.
5.	What are the requirements of voucher recipients?	Upon completion of the course work, the employee must submit a photo copy of the official grade received for the course to the employee's immediate supervisor to be maintained in the employee's personnel file. The supervisor must forward a copy of the grade to the Department of Management Services. Employees earning a grade below "C" (or "Unsatisfactory" in a pass/fail course) will be required to reimburse the value of the voucher should the cost of matriculation fees for the training or training series exceed \$1,000.
		The employee must sign an agreement stating that they will remain employed in state government, unless involuntarily separated, for an amount of time equal to the length of the course. If the total cost of matriculation fees for the training exceeds \$1,000, the employee will be required to remain employed for one calendar year.
		The employee must sign an agreement stating that he or she understands that reimbursement will be required if the employee does not satisfactorily complete the course work or if the employee voluntarily drops the course before completion. The reimbursement will be automatically deducted from the employee's salary warrant within the twelve months following completion of the course. This provision only applies to matriculation fees for training that exceed \$1,000 per term.
6.	Why did the 2001 Legislature replace the State Employee Fee Waiver Program with the State Employee Education Voucher Program?	<ul> <li>The 2001 Legislature replaced the State Employee Fee Waiver Program for a number of reasons:</li> <li>to expand the options for state employees to take courses at community colleges and technical centers (in addition to state universities);</li> <li>to give state employees the ability to register at the same time as other students (instead of only participating on a space available basis after the drop/add period);</li> <li>to ensure that public funds were being used to improve employee skills related to their employment. (Many state employees would use fee waivers to take courses in weight training, ceramics, or other non-work-related courses);</li> <li>to address the universities' concerns that they were not receiving adequate funding to cover the cost of the employee waiver program; and</li> <li>to shift the responsibility for employee training back to the agencies. (Many agencies relied on the state employee</li> </ul>

### State Employee Education Voucher Program

		fee waiver program to provide professional development & learning opportunities).
7.	What are the applicable statutes and rules?	Section 110.1099, F.S Education and training opportunities for state employees
8.	Where can I get additional information?	Florida Department of Management Services Division of Human Resource Management (850) 922-5449  www.myflorida.com ("Quick Topic" - Service First)  ServiceFirst@dms.state.fl.us  The Florida House of Representatives Education Appropriations Committee (850) 488-6204
		The Florida House of Representatives Committee on Colleges & Universities (850) 488-3711



## Federal Perkins Loan

Fact Sheet

1.	What is a Federal Perkins	A Federal Perkins Loan is a low-interest (5 percent) loan for
1.		both undergraduate and graduate students with exceptional
	Loan?	financial need. The school is the lender, and the loan is made
		with government funds with a share contributed by the school.
		The loan must be repayed to the school.
2.	How much can a student	Depending upon when a student applies, the student's level of
۷.		need, and the funding level of the school, a student can
	borrow?	borrow up to
		\$4,000 for each year of undergraduate study (the total)
		amount a student can borrow as an undergraduate is
		1
		\$20,000 if the student has completed two years of
		undergraduate work; otherwise, the total a student can
		borrow is \$8,000).
		• \$6,000 for each year of graduate or professional study
		(the total amount a student can borrow as a graduate/
		professional student is \$40,000, including any Federal
		Perkins Loans a student borrowed as an undergraduate).
3.	Is there a charge for this	A Perkins Loan borrower is not charged any fees. However, if
	loan?	a student skips a payment, makes a payment late, or makes
		less than a full payment, the student may have to pay a late
		charge. If a failure to make payments persists, the student
		may have to pay collection costs as well.
4.	How will a student be	The school will either pay the student directly (usually by
	paid?	check) or credit the student's account. Generally, the student
		will receive the loan in at least two payments during the
		academic year.
5.	When must a student	If a student is attending school at least half time, he or she
	repay this loan?	has nine months after graduating, leaving school, or dropping
		below half-time status before he or she must begin repayment
		(the student may have longer than nine months if he or she is
		on active duty with the military). This is called a grace period.
		At the end of a grace period, the student must begin repaying
		the loan. Students may be allowed up to 10 years to repay.
6.	Can a student postpone	Yes. Under certain circumstances, a student can receive a
	repayment of a Federal	deferment or forbearance on his or her loan. During a
	Perkins Loan?	deferment, the student is allowed to temporarily postpone
		payments on his or her loan, and no interest accrues. The
		student may receive a deferment under certain conditions,
		such as unemployment. Deferments are not automatic. A
		student must apply for one through his or her school by using

		a deferment request form the school can provide. The student must file his or her deferment request on time or pay a late charge. Additional information on deferments is available from an institution's financial aid office.  If a student is temporarily unable to meet his or her repayment schedule but is not eligible for a deferment, the student can receive forbearance for a limited and specific period. During forbearance, the student's payments are postponed or reduced. Interest continues to accrue; the student is responsible for it. Forbearance isn't automatic either. A student may be granted forbearance in up to 12-month intervals for up to three years.  A student must apply in writing for forbearance through the school that made the loan or the agency the school employs to service the loan. The student must provide documentation to support the request for forbearance. The student must continue making scheduled payments until notified that deferment or forbearance has been granted.
7.	Can a Federal Perkins Loan be canceled?	Yes. If the borrower dies or becomes totally and permanently disabled, the loan can be canceled. A loan can also qualify for cancellation under certain other conditions-as long as the borrower is not in default. For more information, contact the school's financial aid office.
****		If the borrower serves as an enlisted person in certain specialties of the U.S. Armed Forces, the U.S. Department of Defense may, as an enlistment incentive, repay a portion of the student loan. Note that this is not a cancellation. Additional information is available from the student's recruiting officer.
		Any questions about the terms of the Federal Perkins Loan, repayment obligations, deferment, forbearance, or cancellation, should be directed to the school that made the loan. Only that school may grant deferment, forbearance, or cancellation, or make other decisions concerning the loan.
8.	What are the applicable statutes and rules?	Title 20 U.S.C. ss 1087aa-ii Federal Perkins Loan
9.	Where can I get additional information?	The Student Guide <a href="https://www.ed.gov/prog_info/SFA/StudentGuide">www.ed.gov/prog_info/SFA/StudentGuide</a>

FAFSA on the Web www.fafsa.ed.gov

FAFSA Express www.ed.gov/offices/OSFAP/Students/apply/fexpress.html

Help in completing the FAFSA www.ed.gov/prog\_info/SFA/FAFSA

Federal school codes (used to complete the FAFSA) www.ed.gov/offices/OSFAP/Students/apply.html

U.S. Department of Labor Occupational Outlook Handbook www.stats.bls.gov

All of these Web sites can be accessed through the U.S.

Department of Education's "Financial Aid for Students Home
Page" at <a href="https://www.ed.gov/studentaid">www.ed.gov/studentaid</a>

The Florida House of Representatives Committee on Workforce & Technical Skills (850) 922-9463

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# Council for Lifelong Learning Federal Workforce Investment Act

Fact Sheet

September 2001

1.	What is the Federal	
	Workforce Investment	
	Act (WIA)?	

The Federal Workforce Investment Act (Public Law 105-220), passed by Congress in 1998, replaces the Job Training Partnership Act and rewrote federal law governing job training, adult education and literacy, and vocational rehabilitation. The WIA is an effort designed to improve coordination among these programs and the workforce development system. The WIA:

- requires states to establish State Workforce Investment Boards to develop state plans and carry out other activities;
- requires states to establish Local Workforce Investment Boards which, in partnership with local elected officials, are responsible for planning and overseeing local programs;
- establishes the one-stop delivery system as the access point for employment-related and training services;
- consolidates summer and year-round youth programs previously operated under the Job Training Partnership Act; and
- expands eligibility for "Work-Flex" (currently authorized in Florida) to all states.

The Agency for Workforce Innovation and Workforce Florida, Inc., are responsible for administering and implementing the provisions of WIA. (See the Agency for Workforce Innovation Fact Sheet and the Workforce Florida, Inc. Fact Sheet.)

## 2. What is the one-stop delivery system?

A one-stop delivery system is intended to deliver core services and provide citizens with access to intensive services and authorized training services. The local workforce board is authorized to designate or certify one-stop operators through a competitive process. Entities eligible to be designated one-stop centers include postsecondary educational institutions, employment service agencies, private non-profit organizations (including community-based organizations), private for-profit agencies, or a government agency. Services must be made available through at least one center in each local area in the state.

3.	What are core services and intensive services?	One-stop centers will provide both core services and intensive services. Core services include outreach and intake, initial assessments of skill levels, job-search and placement assistance, career counseling, identifying job vacancy listings, assessing skills necessary for jobs in demand, and providing information about available training services. Intensive services will be provided to incumbent workers and unemployed individuals who are unable to obtain employment through core services. These can include comprehensive and specialized assessments of skill levels, diagnostic testing, indepth interviewing to identify employment barriers, developing individual employment plans, group or individual counseling and career planning, case management services, and short-term prevocational services.
4.	What are authorized training services?	Authorized training services are available to individuals who meet the eligibility for intensive services but are still unable to find employment. These individuals must be able to benefit from a particular job-training activity that is linked to employment opportunities in the local area. To qualify for this type of training, individuals must be unable to obtain other grant assistance (including Federal Pell Grants). Authorized training services include occupational skills training, on-the-job training, programs that combine workplace training with related instruction, skill upgrading and retraining, job-readiness training, and adult education and literacy activities provided in combination with other authorized training services. The Individualized Training Account will be used as the primary vehicle for serving these individuals.
5.	What is an Individualized Training Account (ITA)?	An Individualized Training Account (ITA) is a voucher through which participants can choose training from qualified providers. The states have flexibility in determining how the vouchers will be distributed in the local areas and how much the voucher will be worth.
6.	What are the applicable	Ch. 445, F.S Workforce Innovation Section 20.50, F.S Agency for Workforce Innovation
7.	statutes and rules? Where can I get additional information?	Workforce Florida, Inc. 325 John Knox Road, Building 200 Tallahassee, FL 32303 (850) 921-1119 www.workforceflorida.com  Agency for Workforce Innovation

#### Federal Workforce Investment Act





## Workforce Florida, Inc. (WFI)

Fact Sheet

1.	What is Workforce Florida, Inc?	Workforce Florida, Inc., (WFI) is the state's chief workforce policy organization. Created by the Workforce Innovation Act of 2000, the public-private partnership supports and promotes economic growth through workforce development.
2.	What purpose does Workforce Florida, Inc. serve?	WFI is the principal architect in the state's efforts to develop and retain a highly competitive workforce responsive to the needs of employers. In order to improve performance and accountability, legislation establishing WFI consolidated various workforce programs and funding streams under a single umbrella.
3.	What is Workforce Florida, Inc.'s organizational structure?	WFI is governed by a board of directors which includes representatives from business and industry, the state community college system, as well as leaders of state agencies such as the Departments of Children and Families, Education, and Community Affairs.
4.	How does Workforce Florida, Inc. carry out its purpose?	WFI is comprised of three standing councils tasked with developing strategies to target the needs of job seekers and employers across the employment spectrum from entry into the workforce to cultivating workers to fill coveted high skill/high demand jobs.  The three councils are:  • First Jobs/First Wages (See the First Jobs/First Wages Fact Sheet.)  • Better Jobs/Better Wages (See the Better Jobs/Better Wages Fact Sheet.)  • High Skills/High Wages (See the High Skills/High Wages Fact Sheet.)
5.	How does WFI implement programs throughout the state?	While WFI provides policy, planning, and oversight at the state level, 24 regional workforce boards with significant representation from the business community are largely responsible for implementing programs in their communities. With entrepreneurial vision and in-depth local knowledge, these boards are encouraged to develop innovative programs that address the challenges and utilize the resources in their specific regions.
		Workforce development services in Florida are available primarily through a system of more than 200 One-Stop Career Centers designed to provide easy access to diverse

	services including job placement and training, temporary cash assistance and special support services such as subsidized childcare and transportation.
6. What are the applicabl statutes and rules?	Chapter 445, F.S Workforce Innovation Several sections of Ch. 239,F.S Vocational, Adult, and Community Education.
7. Where can I get more information?	Workforce Florida, Inc. 325 John Knox Road Building 200 Tallahassee, FL 32303 (850) 921-1119 www.workforceflorida.com
	The Florida House of Representatives Committee on Workforce and Technical Skills (850) 922-9463



# Workforce Florida, Inc./ First Jobs/First Wages Council

Fact Sheet

1.	What is the First Jobs/ First Wages Council?	The First Jobs/ First Wages Council (Council) is one of three standing councils within Workforce Florida Inc., tasked with developing strategies to target the needs of job seekers and employers. (See the Workforce Florida, Inc. Fact Sheet.)
2.	What purpose does the First Jobs/First Wages Council serve?	The Council promotes successful entry into the workforce through education and job experience, including school-to-work initiatives that enlist business and community support to ensure that students have the educational and occupational skills required to succeed in the workforce. The Council also addresses adults entering the workforce for the first time and youth programs related to welfare reform.
3.	What type of strategies does the First Jobs/First Wages Council develop?	The Council is tasked with developing strategies that expand basic workplace skills and the experience of young people and first-time working adults throughout Florida. The Council develops a youth workforce plan, providing a blueprint for agencies and communities to fit together the vast array of programs and resources to leverage dollars from state and federal programs.  Other objectives of the Council are to develop, on behalf of the Workforce Florida, Inc., Board, guidelines for regional First Jobs/First Wages Committees to craft local programs, develop community partnerships, and leverage community
4.	How does the First Jobs/ First Wages Council fulfill its purpose?	resources. The Council links first-time workers to available training and education programs. First-time entrants may include students, displaced homemakers, older Americans, veterans, persons with disability or welfare recipients as well as youth who are no longer enrolled in schools. A series of strategies are developed to help new workers be successful in their careers.
5.	What are the applicable statutes and rules?	Section 445.005 F.S First Jobs/First Wages Council of Workforce Florida, Inc.
6.	Where can I get additional information?	Workforce Florida, Inc. 325 John Knox Road, Building 200 Tallahassee, FL 32303 (850) 921-1119 www.workforceflorida.com

The Florida House of Representatives
Committee on Workforce and Technical Skills
(850) 922-9463



## Workforce Florida, Inc., Better Jobs/Better Wages Council

Fact Sheet

1.	What is the Better Jobs/ Better Wages Council?	The Better Jobs/ Better Wages Council (Council) is one of three standing councils within Workforce Florida, Inc., tasked with developing strategies to target the needs of job seekers and employers. (See the Workforce Florida, Inc. Fact Sheet.)
2.	What purpose does the Better Jobs/ Better Wages Council serve?	The Council helps underemployed workers improve their skills so they can get better jobs with better wages that provide economic self-sufficiency. It also is responsible for overseeing the state's welfare transition program with an expanded emphasis on helping former welfare recipients succeed in the workplace and avoid a return to dependence upon cash assistance. The Council's responsibilities also include the Incumbent Worker Training program, which helps employers retrain and upgrade the skills of their employees to meet the changing demands of the economy and avert layoffs.
3.	What type of strategies does the Better Jobs/Better Wages Council develop?	While the Council is responsible for a number of specific programs, they generally focus strategies on redirection, retention, and reliance.  Redirection programs exist to help redirect individuals and families heading for public assistance. All too often, caseworkers automatically assign families to cash assistance rolls when other programs may meet their needs more effectively. In some cases, families are forced to accept cash assistance because other programs (such as subsidized childcare or Medicaid) are not available unless they are on welfare or eligible for transitional benefits.  Redirection programs can include:  teen pregnancy prevention—programs targeting teens at risk of welfare dependency;  avoidance—non-custodial parent employment programs, special childcare and substance abuse services that allow individuals to avoid welfare with modest assistance; and diversion—providing emergency services at agencies or one-stop centers immediately prior to determining eligibility for welfare, typically through one-time cash payments or employment placement and counseling.

Reliance strategies emphasize supporting families with special services as they move from public assistance to selfsufficiency. Although providing these services - known as transitional benefits - can be more costly than cash assistance, initially, these benefits provide a critical lifeline to families attempting the transition from welfare to economic independence. Expenses, such as childcare and transportation, can easily consume budgets in households maintained on minimum-wage jobs. However, only about half of welfare "leavers" are aware of or are accessing transitional benefits that could make the difference between success and failure in a new career. A statewide workgroup recently reviewed procedural roadblocks that make it difficult for eligible families to access benefits and their recommendations are now being implemented. Additionally, a multimedia communications strategy that reaches out to current clients, former participants, and career managers is now nearing completion. Retention is also a critical concern as working families including former and potential public assistance clients - need a strong job retention plan that leads to skill upgrading and a career path that provides economic self-sufficiency. Developing strategies that help entry-level workers keep their jobs - and help businesses retrain and retain workers - is vitally important now, while the economy is booming and workforce issues are a top concern for many employers. Section 445.005 F.S. -- Better Jobs/Better Wages Council of 4. What are the applicable Workforce Florida, Inc. statutes and rules? Workforce Florida, Inc. 5. Where can I get more 325 John Knox Road information? Building 200 Tallahassee, FL 32303 (850) 921-1119 www.workforceflorida.com The Florida House of Representatives Committee on Workforce and Technical Skills

(850) 922-9463



## Workforce Florida, Inc., High Skills/High Wages Council



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1.	What is the High Skills/ High Wages Council?	The High Skills/High Wages Council is one of three standing councils within Workforce Florida, Inc., tasked with developing strategies to target the needs of job seekers and employers. (See the Workforce Florida, Inc. Fact Sheet.)
2.	What purpose does the High Skills/High Wages Council serve?	The High Skills/High Wages Council is responsible for aligning Florida's education and training programs with high-demand and high-paying jobs. These efforts are intended to help advance the careers of workers, build a more highly-skilled workforce, and enhance the state's efforts to attract, retain, and expand businesses needing a high-skilled workforce.
3.	What types of strategies does the High Skills/High Wages Council develop?	<ul> <li>and expand businesses needing a high-skilled workforce.</li> <li>High Skills/High Wages Council strategies are comprised of several initiatives including: <ul> <li>identifying high-demand, good paying occupations and linking performance to educators who graduate workers for these jobs;</li> <li>targeting industry sectors;</li> <li>developing regional high skills/high wages committees which bring economic developers, businesses, and educators together; and</li> <li>customizing training programs (i.e., Quick Response and Incumbent Worker) for the state's existing and new-to-Florida businesses.</li> </ul> </li> </ul>
4.	What are the applicable statutes and rules?	Section 445.005 F.S High Skills/High Wages Council of Workforce Florida, Inc.
5.	Where can I get more information?	Workforce Florida, Inc. 325 John Knox Road, Building 200 Tallahassee, FL 32303 (850) 921-1119 www.workforceflorida.com The Florida House of Representatives
		Committee on Workforce and Technical Skills (850) 922-9463



oversee?

### Council for Lifelong Learning

## Agency for Workforce Innovation

Fact Sheet

September 2001

1.	What is the Agency for Workforce Innovation (AWI)?	The Agency for Workforce Innovation was created during the 2000 Legislative Session and is responsible for implementing policy dealing with workforce development programs, welfare transition, unemployment compensation, workforce information services and labor market information. AWI also serves as the administrative, fiscal, and staffing agent for Workforce Florida, Inc. (an independent public/private corporation for workforce planning and policy). (See the Workforce Florida, Inc. Eact Sheet)
2.	What is the organizational structure for AWI?	Inc. Fact Sheet.)  The Agency for Workforce Innovation is organized around business processes and consists of the director's office and three process areas:  Director's Office  Office of Communications  Office of the General Counsel  Office of Legislative Affairs  Office of Workforce Investment and Accountability  General Services  Financial Management  Human Resource Management  Performance Analysis and Evaluation  Office of Workforce Services  One Stop System Support and Coordination  Workforce Program Support  Unemployment Compensation Appeals  Workforce Program Development and Guidance  School Readiness and Coordination  Office of Workforce Information Services  Application Services  Technical Services  Labor Market Statistics
3.	What types of workforce programs and services does AWI	<ul> <li>AWI oversees programs and services such as:</li> <li>Workforce Investment Act (adult, youth, dislocated worker);</li> <li>Job Service (Wagner-Peyser);</li> </ul>

Unemployment Compensation; Welfare Transition (TANF);

Welfare-to-Work;

Job Corps;

		<ul> <li>Veteran's Services;</li> </ul>	
		<ul> <li>Food Stamps;</li> </ul>	
		<ul> <li>REACT, Disaster Assistance;</li> </ul>	
		<ul> <li>Displaced Homemaker; and</li> </ul>	
		<ul> <li>School Readiness.</li> </ul>	
4.	How does AWI fit	The Workforce System Rela	<u>ationship</u>
	within the workforce		
	system in Florida?	Workforce Florida, Inc	WI
		Charting Plan approval Budget approval Performance oversight	Performance Contracts Memos of Understanding Notice of Financial Award Program / financial monitoring
		24 Regional Workforce Board	illi il
		One-stop service delivery system Local WF planning and policy Local performance accountability	Table ( Table Park Same)
5.	What are the applicable	Ch. 445, F.S Workforce Innovation	
	statutes and rules?	Ch. 446, F.S Job Training	
6.	Where can I get more	Agency for Workforce Innovation	
	information?	1320 Executive Center Drive	
	m, or marron.	Tallahassee, FL 32399-0067	
		(850) 488-7228	
		www2.myflorida.com/awi/	
		Workforce Florida, Inc.	
		325 John Knox Road	
		Building 200	
		Tallahassee, FL 32303	
		(850) 921-1119	
		www.workforceflorida.com	
		The Florida House of Representatives	
		Committee on Workforce and Technical	Skills
		(850) 922-9463	



## Unemployment Compensation

Fact Sheet

1.	What is the Unemployment Compensation Program?	The Unemployment Compensation Program (program) is established to provide money to workers who are unemployed through no fault of their own. Unemployment compensation is not welfare, social security, retirement, disability income, or worker's compensation. Employers pay the costs of the Unemployment Compensation Program. No deductions are made from worker's wages to pay for this program. All claims for unemployment compensation are thoroughly reviewed to ensure that benefits are properly paid. If a person qualifies, the amount of the unemployment compensation check is between \$32 and \$275 per week based upon previous earnings and work history. Depending on a person's work history, benefits can last up to a maximum of twenty-six weeks. All unemployment compensation benefits are fully taxable.
2.	Which state agencies are responsible for the Unemployment Compensation Program?	The Agency for Workforce Innovation (AWI) is responsible for eligibility determination and the disbursement of unemployment compensation benefits. (See the Agency for Workforce Innovation Fact Sheet.) The Department of Revenue is responsible for collecting money from employers to fund the program. AWI is also responsible for conducting hearings for persons who are appealing their denial or questioning the amount of benefits.
3.	When is a person eligible for unemployment compensation?	A person is eligible when they become unemployed through no fault of their own and have been paid wages in two or more calendar quarters in the year preceding the month in which the person applies for the benefits (called the base period)
4.	How does a person file a claim for unemployment compensation?	A person can file a claim for benefits over the Internet (www2.myflorida.com) or by picking up claim forms at any local workforce one-stop center. Forms can be mailed or faxed to offices in Fort Lauderdale or Tallahassee where the claim(s) will be processed and mailed.
5.	Are there continuing eligibility requirements?	Yes. For each week a person receives benefits, the person must: be totally or partially unemployed; report to AWI or similar programs as instructed; be physically able to perform some work; be available for work; have transportation and adequate child care; participate in re-employment programs; list all job contacts; and report all wages earned.
6.	Can a person be denied benefits?	Yes. A person can be denied benefits if it is determined that he or she:  • quit his or her job;

7.	What if a person disagrees with an eligibility determination?	<ul> <li>was discharged for misconduct;</li> <li>refused to apply for suitable employment;</li> <li>did not actively seek employment; or</li> <li>knowingly made false statements to obtain benefits.</li> </ul> A person can file a request with AWI for reconsideration or an appeal within 20 days from the date of the notice. The person's former employer may also appeal a determination decision. A hearing will be held to consider the determination decision and render a ruling that may be appealed to a court for a final ruling.
8.	What are the applicable statutes and rules?	Chapter 443, F.S Unemployment Compensation
9.	Where can I get additional information?	Agency for Workforce Innovation 1320 Executive Center Drive Tallahassee, FL 32399-0067 (850) 488-7228 www2.myflorida.com/awi  On-line Filing for Unemployment Compensation www2.myflorida.com
·		The Florida House of Representatives Committee on Workforce and Technical Skills (850) 922-9463



# Council for Lifelong Learning School Readiness

Fact Sheet

1.	What is School Readiness?	The 1999 Legislature established a statewide school readiness program for the state's at-risk birth-to-kindergarten population under the direction of the Florida Partnership for School Readiness. The program consists of an integrated seamless service delivery system for all publicly funded early education and child care programs including: First Start, Even Start, pre-k, Head Start, migrant pre-k, Title I, subsidized child care, and teen parent.
		The "School Readiness Act" establishes the school readiness program through school readiness coalitions established by a county or a multi-county combination. Each coalition's school readiness program will have funding from all of the coalition's early education and child care programs that are funded with state, federal, lottery, or local funds.
2.	Who is eligible to participate in the school readiness program?	Priority for participation in the school readiness program must be given to children under kindergarten age who are at risk, from families who are migrant farm workers, teen parents or working families with incomes not over 150 percent of federal poverty level, children with disabilities, and economically disadvantaged children. An "economically disadvantaged" child means a child whose family income is below 150 percent of the federal poverty level. Once in the program, the child may remain until kindergarten without regard to family income level, subject to adjustment to the family's co-payment on the sliding fee scale.
3.	What is the Florida Partnership for School Readiness?	The Florida Partnership for School Readiness (Partnership) serves as the principal organization responsible for enhancement of school readiness. The Partnership has duties which include providing final approval and an annual review of coalitions and plans; safeguarding the effective use of federal, state, local, and private resources to achieve the highest possible level of school readiness for the state's children; adopting a system for measuring school readiness that provides objective data regarding the expectations for school readiness and can be used to assist in determining program effectiveness; developing and adopting performance standards and outcome measures and preparing a plan for measuring school readiness which includes a uniform screening that will provide objective data regarding expectations for

school readiness.

The Partnership is assigned to the Agency for Workforce Innovation (AWI), which administers school readiness funds, plans, and policies pursuant to a contract with the Partnership. (See the Agency for Workforce Innovation Fact Sheet.)

All instructions to local school readiness coalitions will emanate from AWI pursuant to policies of the Legislature, plans of the Partnership, and the contract between the Partnership and AWI. The Partnership is the state-level governing board with responsibility for adopting and maintaining coordinated programmatic, administrative, and fiscal policies and standards for all school readiness programs, while allowing a wide range of programmatic flexibility and differentiation.

4. What are local school readiness coalitions and plans?

Local school readiness coalitions consist of 18 to 25 members, with more than 1/3 of the members from the private sector. Neither the members nor their families may earn an income from the early education and child care industry. Counties serving less than 400 children must join in a coalition with another county, share a fiscal agent, or demonstrate efficiency and effective plan implementation. Each coalition must implement a plan that includes a comprehensive program of school readiness services that enhance the cognitive, social, and physical development of children to achieve the performance standards and outcome measures specified by the partnership. There are 57 local school readiness coalitions, each operating under a plan approved by the Florida Partnership for School Readiness.

The local school readiness plan is expected to provide extended-day and extended-year services when needed and provide for a single point of entry and unified waiting list. It must include: developmentally appropriate curriculum, character development, age-appropriate assessment of each child's development, pretest upon entering and posttest upon leaving each program, appropriate staff-to-child ratio, healthful and safe environment, and a resource and referral network to assist informed parental choice. Additionally, each plan must provide: parental co-payment through a sliding fee scale, parental choice of settings and locations, trained instructional staff, eligibility priority for at-risk and economically disadvantaged children (once in the program, the child may remain until kindergarten), payment rates developed by the coalition, systems support and direct enhancement

		services, a business plan, strategies to meet the needs of unique populations, and a fiscal agent who acts on policy direction from the coalition.
5.	What is the School Readiness Program Estimating Conference?	The School Readiness Program Estimating Conference must develop estimates and forecasts of the number of individuals eligible for school readiness programs in accordance with the standards of eligibility established by state or federal statute or administrative rule as the conference determines are needed to support the state planning, budgeting, and appropriations processes. In addition, the School Readiness Program Estimating Conference is required to estimate the unduplicated count of children who are eligible for services under the school readiness program.
6.	Who serves as the fiscal agent for a local school readiness coalition?	If the local school readiness coalition is not a legally established corporate entity, the coalition must designate a fiscal agent, which may be a public entity or a private non-profit organization. The fiscal agent may not provide direct early education or childcare services; however, a fiscal agent may provide such services upon a written request of the coalition to the Partnership and upon the approval of such request by the Partnership.
7.	What are the applicable funding streams and how will they be allocated?	The AWI must administer school readiness funds pursuant to a contract with the Partnership. AWI will prepare a school readiness equity and performance funding formula for approval by the Legislative Budget Commission.  A coalition's school readiness program will have available to it funding from all the coalition's early education and child care programs that are funded with state, federal, lottery or local funds, including Florida First Start programs, Even-Start literacy programs, prekindergarten early intervention programs, Head Start Programs, programs offered by public and private providers of child care, migrant prekindergarten programs, Title I programs, subsidized child care programs and teen parent programs, together with any additional funds appropriated or obtained for the coalition's program. (Note—although provided by law, teen parent programs have not yet been made part of any coalition's school readiness program.)  Administrative costs must be kept to the minimum necessary for efficient and effective administration of the plan, but total administrative expenditures must not exceed 5 percent unless specifically waived by the Partnership.
		in integrating services and funding to develop a quality service

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		delivery system. Subject to appropriation, the Partnership may also provide financial awards to coalitions demonstrating success in merging and integrating funding streams to serve children and school readiness programs. State funds appropriated for the school readiness program may not be used for the construction of new facilities or the purchase of buses. The Partnership must present to the Legislature recommendations for providing necessary transportation services for school readiness programs. All cost savings and
		all revenues received through a mandatory sliding fee scale
	And a little	must be used to help fund the local school readiness program.
8.	What are the applicable	Section 216.136(10) F.S School Readiness Program
	statutes and rules?	Estimating Conference Section 229.567, F.S Uniform screening
		Section 240.529(4)(f)2., F.S Training Program Report Cards
		Section 411.01, F.S Florida Partnership for School Readiness
9	Where can I get	Agency for Workforce Innovation
	additional information?	1320 Executive Center Drive
	additional information?	Tallahassee, FL 32399-0067
		(850) 488-7228
		www2.myflorida.com/awi/
		Florida Partnership for School Readiness
		The Holland Building, Room 251
		600 South Calhoun Street
		Tallahassee, FL 32399
		(850) 488-0337
		www.myflorida.com/myflorida/government/learn/schoolreadiness/index.html
		The Florida House of Representatives
		Committee on Workforce and Technical Skills
		(850) 922-9463
		The Florida House of Representatives
		Council for Lifelong Learning
		(850) 414-6694



## Individual Development Accounts



1.	What are Individual	Individual Development Accounts (IDA) enable families to save
	Development Accounts?	earned income while they are receiving temporary cash
	Development Accounts?	assistance. IDAs are administered through the state's
		workforce development system.
2.	Who may participate in an IDA program?	Individuals eligible to participate in an IDA program are identified as any family who is fully complying with the work requirements of the temporary cash assistance program in the Department of Children and Family Services, who is subject to the time limits, and who has entered into an agreement with an approved fiduciary organization.
3.	How can contributions be made into an IDA?	Contributions into the IDA can only be made from earned income. Matching funds may be contributed from state and federal funds under the control of the regional workforce boards, from local agencies, or from private donations for an eligible participant. Eligible participants may be awarded bonus payments for program compliance. The matching funds and bonus payments are provided as stipulated in the strategic plan for workforce development.
4.	When and how can an	IDA funds can be accessed after the family is no longer
	individual access the	receiving cash assistance, but only for one of the following
ŧ	funds in their IDA?	qualified purposes:
		<ul> <li>postsecondary education expenses paid directly to the educational institution,</li> </ul>
		<ul> <li>qualified acquisition costs for a home for first time home</li> </ul>
		buyers paid directly to the persons to whom the payment for the residence is due, or
		<ul> <li>qualified business capitalization paid directly to a business capitalization account which is established in a financial institution.</li> </ul>
5.	What are the applicable	Ch. 2001-96, L.O.F Individual Development Accounts
	statutes and rules?	
6.	Where can I get more	Workforce Florida, Inc.
	information?	325 John Knox Road, Building 200
		Tallahassee, FL 32303
		(850) 921-1119
		www.workforceflorida.com
		The Florida House of Representatives
		Committee on Workforce and Technical Skills
		(850) 922-9463



## Workforce Development Education



1.	What is workforce development education?	<ul> <li>Workforce development education consists of two main components: adult education and vocational education.  <u>Adult education includes:</u> <ul> <li>adult basic education (grade levels K - 8);</li> <li>adult secondary education (high school and GED);</li> <li>classes in English for speakers of other languages (ESOL); and</li> <li>vocational preparatory education, which helps a person achieve literacy in order to pursue employment.  <u>Vocational education includes:</u></li> <li>vocational certificate programs (such as welding, auto mechanics, or cosmetology);</li> <li>Associate in Science (AS) degrees (such as nursing); and</li> <li>continuing workforce education courses (such as a single course in Windows 95 to update skills).</li> </ul> </li> <li>Also included in vocational education are some new credentials which are currently being implemented. These new credentials include an Associate in Applied Science (AAS) degree, an</li> </ul>
		Applied Technology Diploma (ATD), and Occupational and Literacy Completion Points (OCPs & LCPs).
2.	Why is workforce development education important?	Multiple economic development surveys have consistently cited workforce development education as one of the top three factors in attracting new business and retaining or expanding existing business.
3.	Who can be a workforce development education student?	High school graduates who are seeking college credit can enroll in the vocational degree programs listed in Question 1. Some vocational certificates are college credit as well. High school graduates seeking vocational training can enroll in vocational certificate programs.
		Adults without a high school degree or a GED can enroll in some of the certificate programs, but must achieve certain standards of basic academics to receive the certificate.  Adults who need to improve their skills in math, reading, or writing so they can find employment or continue their education, may enroll in adult education. Adults who speak English as a second language may enroll in ESOL courses and adults with disabilities may enroll in either adult or vocational education based on their level of ability.

4.	Who can offer workforce education?	Both school district vocational-technical centers and community colleges can offer workforce development education; however, only community colleges can offer college-credit programs.
5.	How is workforce development education funded?	Community colleges and school district vocational-technical centers obtain funding for workforce development education through the Workforce Development Education Fund (WDEF), and in some cases through student fees. The WDEF is based on a performance funding model which allocates up to 85 percent of a school's or college's funding as a base and awards at least 15 percent based on the number of students who complete programs and are placed in jobs.
6.	What are the applicable statutes and rules?	Section 239.105, F.S., Definitions Section 239.115, F.S Funding formula for the Workforce Development Education Fund (WDEF) Section 239.117, F.S Fee structure
7.	Where can I get additional information?	Department of Education Division of Workforce Development (850) 488-7591  Department of Education Division of Community Colleges (850) 488-1721  The Florida House of Representatives Committee on Workforce & Technical Skills (850) 922-9463



## Tuition and Fees for Workforce Development Education

Fact Sheet

1.	What fees must a student pay to enroll in a workforce development education course?	A student who enrolls in a workforce development education program at either a school district or community college must pay fees for matriculation and tuition (if out-of-state). A school district or community college may also charge students a financial aid fee and/or a capital improvement fee. A student may be required to pay other fees (e.g., user fees) only if they are specifically authorized in statute.
2.	Who establishes the fees?	Section 239.117, F.S., directs the Commissioner of Education to annually provide the State Board of Education with a schedule of fees for workforce development education for school districts and community colleges. The State Board of Education then must adopt a fee schedule for workforce education for school districts, which takes effect unless otherwise specified in the General Appropriations Act (GAA). The State Board of Education must review and evaluate the percentage of workforce development program costs that are supported through student fees to ensure that the appropriate percentage of costs are covered through fee revenues.  School boards and community college boards of trustees are specifically authorized by statute to establish fees which include the financial aid fee, the capital improvement fee, and certain other fees.
3.	What is the financial aid fee?	A financial aid fee of up to 10 percent of the matriculation and tuition fees may be charged by school districts or community colleges and must be used to support students enrolled in workforce education. Awards must be based on student need.
4.	What is the capital improvement fee?	A capital improvement fee of up to five percent of matriculation and tuition fees may be charged by school districts or community colleges to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.
5.	Who is exempt from paying fees?	Certain students are provided fee exemptions in statute including: students who do not have a high school diploma; students who have a high school diploma but who have academic skills below the eighth grade level; students who are dually enrolled; students who are in approved apprenticeship programs; and workforce clients.

### Tuition and Fees for Workforce Development Education

6.	How are fees for continuing workforce education determined?	Fees for continuing workforce education (CWE) are determined at the local level. Community colleges and school districts must ensure that at least 50 percent of the expenditures for CWE courses are funded from fees.
7.	What are the applicable statutes and rules?	Section 239.117, F.S Workforce Development Postsecondary Student Fees
8.	Where can I get additional information?	Department of Education Division of Workforce Development (850) 488-7591
		Department of Education Division of Community Colleges (850) 488-1721
		The Florida House of Representatives Committee on Workforce & Technical Skills (850) 922-9463

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