

SB 802 by Gaetz; (Identical to H 1153) Vocational Rehabilitation

SB 960 by Lee; (Similar to H 0747) Florida Bright Futures Scholarship Program

SB 1140 by Montford; Bright Futures Scholarship Program

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CS/SB 616 by ED, Legg; (Compare to H 1177) Education Accountability

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428268	AA	S		AED, Bullard	btw L.119 - 120:	03/18 03:42 PM
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Senator Gaetz, Chair
Senator Montford, Vice Chair

MEETING DATE: Thursday, March 19, 2015
TIME: 9:30 a.m.—12:00 noon
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Gaetz, Chair; Senator Montford, Vice Chair; Senators Bullard, Galvano, Legg, Ring, Simmons, and Stargel

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 802 Gaetz (Identical H 1153)	Vocational Rehabilitation; Providing for the future repeal of the designation of the Division of Vocational Rehabilitation as the administrative unit for purposes of the Vocational Rehabilitation Act of 1973, subject to legislative review of a required report; requiring the Division of Vocational Rehabilitation to initiate, by a specified date, a performance improvement plan designed to achieve specified goals; requiring the division to develop and implement a pilot program to improve the state vocational rehabilitation program, etc.	HE 03/10/2015 Favorable AED 03/19/2015 AP
2	SB 960 Lee (Similar H 747)	Florida Bright Futures Scholarship Program; Requiring a student, as a prerequisite for the Florida Academic Scholars award, the Florida Medallion Scholars award, or the Florida Gold Seal Vocational Scholars award, to identify a social or civic issue or a professional area of interest and develop a plan for his or her personal involvement in addressing the issue or learning about the area; prohibiting the student from receiving remuneration or academic credit for the volunteer service work performed, etc.	HE 03/10/2015 Favorable AED 03/19/2015 FP
3	SB 1140 Montford	Bright Futures Scholarship Program; Providing that the initial award and renewal period for students who are unable to accept an initial award immediately after completion of high school due to a full-time religious or service obligation begins upon the completion of the religious or service obligation, etc.	HE 03/10/2015 Favorable AED 03/19/2015 FP

COMMITTEE MEETING EXPANDED AGENDA

Appropriations Subcommittee on Education

Thursday, March 19, 2015, 9:30 a.m.—12:00 noon

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	CS/SB 616 Education Pre-K - 12 / Legg (Compare H 1177, H 1241, CS/H 7069, S 100, S 774, S 1544)	Education Accountability; Revising the powers of the State Board of Education to require adoption of rules regarding notification forms for grade 3 retention and midyear promotion, and high school graduation requirements and options; removing the requirement that English Language Arts statewide assessments be administered to students in grade 11; revising requirements for a district school board's comprehensive student progression plan; specifying alternative assessments that may be accepted by public postsecondary educational institutions in lieu of the common placement test, etc.	ED 02/18/2015 Workshop-Discussed ED 03/04/2015 Fav/CS AED 03/19/2015 AP
5	Review and Discussion of Fiscal Year 2015-2016 Budget Issues Relating to:		
	Department of Education		
	Board of Governors		
	Office of Early Learning		
	Other Related Meeting Documents		

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: SB 802

INTRODUCER: Senator Gaetz

SUBJECT: Vocational Rehabilitation

DATE: March 16, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Graf	Klebacha	HE	Favorable
2.	Sikes	Elwell	AED	Pre-meeting
3.			AP	

I. Summary:

SB 802 requires a performance improvement plan and accountability reporting for the Division of Vocational Rehabilitation (division), the designated state administrative unit, for implementing federal vocational rehabilitation (VR) program requirements. Specifically, the bill:

- Requires the division to develop and implement, by October 1, 2015, a performance improvement plan, designed to assist the division in achieving specified performance goals.
- Repeals the designation of the division as the administrative unit of the state for the purposes of effecting compliance with the federal Rehabilitation Act of 1973, as amended, pending a review of the division’s progress on achieving the specified performance goals.
- Establishes criteria and reporting requirements associated with a pilot partnership program for the employment of persons with unique abilities.

The purpose of the bill is to elevate the state VR program as one of the best in the nation. Consequently, to direct efforts to improve the state VR program, the bill establishes measurable metrics that focus on outcomes related to employment, independence, and other meaningful measures of success.

The bill establishes the Partnership for Employment of Persons with Unique Abilities pilot program. The fiscal impact of this pilot program is contingent upon an appropriation within the General Appropriations Act.

The bill takes effect July 1, 2015.

II. Present Situation:

Approximately 2.4 million individuals with disabilities live in Florida, representing nearly 13 percent of the state’s population. Approximately 10 percent of the state’s working-age (i.e., ages

18-64) population is composed of individual's with a disability.¹ Such individuals may qualify for vocational rehabilitation (VR) services.² VR is a federal-state program that helps people who have disabilities “get or keep a job.”³ VR services and accountability requirements are directed by both federal and state law.

Federal Law

Rehabilitation Act of 1973

The Rehabilitation Act of 1973, as amended, establishes the purpose of VR services to:⁴

- Empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society, through:
 - Statewide workforce investment systems implemented in accordance with title I of the Workforce Investment Act of 1998⁵ that include, as integral components, comprehensive and coordinated state-of-the-art VR programs;
 - Independent living centers and services;
 - Research;
 - Training;
 - Demonstration projects; and
 - The guarantee of equal opportunity; and
- Ensure that the federal government plays a leadership role in promoting the employment of individuals with disabilities and in assisting states and providers of services fulfill gainful employment and independent living aspirations of individuals with disabilities.

The Rehabilitation Services Administration (RSA) oversees grant programs that help individuals with disabilities obtain employment and live more independently through supports such as counseling, medical and psychological services, job training, and other individualized services.⁶ “RSA’s major Title I formula grant program provides funds to state vocational rehabilitation (VR) agencies to provide employment-related services for individuals with disabilities, giving priority to individuals who are significantly disabled.”⁷

¹ U.S. Census Bureau, *2009-2013 American Community Survey 5-Year Estimates*, <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmm> (last visited March 8, 2015).

² *Id.*

³ Florida Department of Education, *Frequently Asked Questions*, <http://www.rehabworks.org/faq.shtml> (last visited March 8, 2015).

⁴ 29 U.S.C. s. 701(b); *see also* Pub. L. No. 93-112, 87 Stat. 355 (Sep. 26, 1973).

⁵ The Workforce Investment Act (WIA) of 1998, signed into law on August 7, 1998, “reforms federal employment, adult education, and vocational rehabilitation programs to create an integrated, “one-stop” system of workforce investment and education activities for adults and youth.” U.S. Department of Education, *Adult Education and Family Literacy Act of 1998* <http://www2.ed.gov/policy/adulted/leg/legis.html> (last visited March 8, 2015). “Title I of WIA authorizes workforce investment programs and activities that are administered by the Employment and Training Administration of the U.S. Department of Labor.” *Id.*

⁶ U.S. Department of Education, *Welcome to RSA*, <http://www2.ed.gov/about/offices/list/osers/rsa/index.html> (last visited March 8, 2015).

⁷ *Id.*

Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act (WIOA), enacted on July 22, 2014,⁸ provides opportunities for advancing a customer-centered workforce investment system that is driven by the needs of job seekers and employers to support strong regional economies and to provide individuals with pathways to economic mobility.⁹ Key WIOA Title IV changes regarding amendments to the Rehabilitation Act of 1973 include, but are not limited to:¹⁰

- Emphasis on achievement of competitive integrated employment through customized employment, supported employment, and individualized services.
- Expansion of VR focus on employer engagement to provide work-based learning experiences and to identify competitive integrated employment opportunities for individuals with disabilities in the job-driven workforce.
- Significant emphasis on serving students and youth with disabilities by increasing opportunities to practice and improve workplace skills, including internships and apprenticeships.

State Law

The Division of Vocational Rehabilitation (division), within the Florida Department of Education (DOE), is designated as the administrative unit for the purposes of effecting compliance with the Vocational Rehabilitation Act of 1973, as amended.¹¹ The division is responsible for maintaining an internal system of quality assurance and monitoring compliance with state and federal laws, rules, and regulations.¹² To administer VR services, the division is entrusted with making eligibility determinations for VR services, providing VR services in collaboration with state and local entities, conducting research, and performing VR needs assessment. Additionally, the Florida Rehabilitation Council is responsible for assisting the division in VR program planning and evaluation efforts.

Eligibility Requirements for Vocational Rehabilitation Services

Under Florida law, a person with a disability¹³ is eligible for VR services if the person requires VR services to prepare for, engage in, or retain gainful employment.¹⁴ The division is responsible for determining eligibility of an individual for VR services.¹⁵ If the division determines that an individual is eligible for VR services, the division must:¹⁶

- Complete an assessment for determining the eligibility and vocational rehabilitation needs and

⁸ Pub. L. No. 113-128, 128 Stat. 1425 (July 22, 2014).

⁹ U.S. Department of Education, *DOL Questions and Answers about WIOA*, <http://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html> (last visited March 8, 2015).

¹⁰ U.S. Department of Education, *Rehabilitation Act As Amended By WIOA* (Nov. 10, 2014), available at <http://www2.ed.gov/policy/speced/leg/rehab-act-as-amended-by-wioa.pdf>.

¹¹ Section 413.202, F.S.; see also Pub. L. No. 93-112, 87 Stat. 355 (Sep. 26, 1973).

¹² Section 413.207, F.S.

¹³ Disability means “a physical or mental impairment that constitutes or results in a substantial impediment to employment.” Section 413.20(7), F.S.

¹⁴ Section 413.30(1), F.S.

¹⁵ Section 413.30(4), F.S.

¹⁶ Section 413.30(5), F.S.

- Ensure that an individualized plan for employment (IPE)¹⁷ is prepared, which must be jointly developed and signed by VR counselor or coordinator and the eligible individual, or in an appropriate case, a parent, family member, guardian, advocate, or authorized representative of the individual.¹⁸ The division is responsible for ensuring that each IPE is customized to employment outcome of eligible individuals, consistent with federal law and the unique strengths, resources, priorities, concerns, abilities, and capabilities of such individuals.¹⁹ Each IPE must be reviewed annually and revised, as needed.²⁰

Vocational Rehabilitation Administration and Service Delivery

To administer VR program duties and provide VR services to eligible persons with disabilities, the division is authorized to:²¹

- Cooperate with other departments, agencies, and public and private institutions to provide for the vocational rehabilitation of persons with disabilities.
- Enter into reciprocal agreements with other states to provide for the vocational rehabilitation of residents of such states.
- To conduct research and compile statistics regarding vocational rehabilitation of persons with disabilities.
- To prepare a federally required state VR plan²² which must address the federal Rehabilitation Act of 1973, as amended, including an assessment of the needs of persons with disabilities and how those needs may be met most effectively.

Based on an individual's VR needs, VR services may include a variety of services such as vocational evaluation and planning, career counseling and guidance, job-site assessment and accommodations, job placement, job coaching, and on-the-job training.²³

Providers of VR services must register with the division and meet specified requirements (e.g., maintain an internal system of quality assurance and have proven functional systems).²⁴

Florida Rehabilitation Council

The Florida Rehabilitation Council (council) is established to assist the division in the planning and development of statewide rehabilitation programs and services, recommend improvements to

¹⁷ An individualized plan for employment (IPE) includes a “comprehensive assessment of the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, including the need for supported employment, of an eligible individual to make a determination of the goals, objectives, nature, and scope of vocational rehabilitation services.” Section 413.20(3), F.S.

¹⁸ Section 413.30(5)(a), F.S.; Rule 6A-25.007, F.A.C.

¹⁹ Section 413.30(5)(b), F.S.

²⁰ Section 413.30(5)(c), F.S.

²¹ Section 413.23, F.S.

²² The state plan for independent living is jointly developed and submitted by the Florida Independent Living Council and the Division of Vocational Rehabilitation (division). Florida law specifies the information that must be included in the state plan (e.g., objectives to be achieved; extent and scope of independent living services to be provided; and steps that will be taken to maximize cooperation, coordination, and working relationships among independent living rehabilitation service program). Section 413.393(1), F.S.; *see also* Florida Department of Education, *2015 Federal State Plan for Vocational Rehabilitation Services*, available at http://www.rehabworks.org/docs/2015FederalStatePlan_Final.pdf.

²³ Florida Department of Education, *Frequently Asked Questions*, <http://www.rehabworks.org/faq.shtml> (last visited March 8, 2015).

²⁴ Section 413.208(1), F.S.

such programs and services, and perform specified functions.²⁵ Specifically, the council is responsible for performing functions such as developing and reviewing state goals and priorities in accordance with federal and state law; evaluating VR program effectiveness and submitting progress reports and annual reports to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the U.S. Secretary of Education; assisting DOE and the division in preparing the state VR plan; conducting a review and analysis of customer satisfaction; coordinating with other councils within Florida such as the Florida Independent Living Council and the board of directors of Workforce Florida, Inc.²⁶

The 2013-2014 annual report prepared by the council indicates that 7,214 persons with disabilities entered gainful employment during 2013-2014, resulting in nearly 11% improvement over the previous year.²⁷ Average annual earnings for closed cases increased from \$17,242 during 2012-2013 to \$17,536 during 2013-2014.²⁸ Additionally, during 2013-2014, approximately 80% of customers were self-supporting at time of case closure, an increase from 15.6% at the time of case acceptance.²⁹ However, notwithstanding the gains in employment and self-sufficiency outcomes, the average number of active customers, median monthly caseload per field staff carrying a caseload, number of IPEs created during a year, and rehabilitation rate decreased compared to the previous year. Specifically, the average number of active customers decreased from 55,457 during 2012-2013 to 44,014 during 2013-2014; median monthly caseload dropped to 105 during 2013-2014, representing 22 fewer cases than the year before; number of IPEs created during 2013-2014 decreased by nearly 46% relative to 2012-2013; and the rehabilitation rate fell from 43.4% during 2012-2013 to 29.8% during 2013-2014.³⁰ The annual report does not include information comparing Florida's VR program performance to other VR programs nationally.

III. Effect of Proposed Changes:

The bill requires a performance improvement plan and accountability reporting for the Division of Vocational Rehabilitation (division), the designated state administrative unit, for implementing federal vocational rehabilitation (VR) program requirements. Specifically, the bill:

- Requires the division to develop and implement, by October 1, 2015, a performance improvement plan, designed to assist the division in achieving specified performance goals.
- Repeals the designation of the division as the administrative unit of the state for the purposes of effecting compliance with the federal Rehabilitation Act of 1973, as amended, pending a review of the division's progress on achieving the specified performance goals.

²⁵ Section 413.405, F.S. Members of the Florida Rehabilitation Council (Council) are appointed by the Governor. The council membership must include at least 15 members but no more than 25 at a time. Section 413.405(3)-(4), F.S.; Florida Rehabilitation Council, *FRC Council Members*, http://www.rehabworks.org/rehab_list.shtml (last visited March 8, 2015).

²⁶ Section 413.405, F.S.; Florida Rehabilitation Council, *FRC Strategic Plan 2011-2014*, available at <http://www.rehabworks.org/rehab/FRCStrategicPlan.pdf>. Workforce Florida, Inc. is now called CareerSource Florida. CareerSource, *Press Releases* (Feb. 4, 2014), <http://www.careersourcecapitalregion.com/press-releases/entry/only-6-days-until-workforce-plus-rebrands-to-careersource-capital-region> (last visited March 8, 2015).

²⁷ Florida Rehabilitation Council, *Florida Rehabilitation Council 2013-2014 Annual Report*, available at <http://www.rehabworks.org/rehab/AnnualReport13.pdf> at 10 of 24.

²⁸ *Id.*

²⁹ *Id.*

³⁰ *Id.*

- Establishes criteria and reporting requirements associated with a pilot partnership program for the employment of persons with unique abilities.

The purpose of the bill is to elevate the state VR program to one of the best in the nation. Consequently, to direct efforts to improve the state VR program, the bill establishes measurable metrics that focus on outcomes related to employment, independence, and other meaningful measures of success.

Performance Improvement Plan

The bill requires the division to develop and implement, by October 1, 2015, a performance improvement plan that must be designed to elevate Florida's VR program to one of the top 10 VR programs nationally and achieve the following goals:

- Increase the number and percentage of persons with a program record who receive VR services.
- Increase the number of persons receiving postsecondary workforce education.
- Increase the number of persons who earn Career and Professional Education (CAPE) industry certifications and CAPE postsecondary industry certifications.
- Increase the number of cases closed due to the employment of persons with disabilities.
- Decrease the average cost per employment outcome.
- Decrease the proportion of full-time equivalent administrative positions within the division.

The performance improvement plan will likely help the division with strategic planning to improve the performance of the state's VR program in preparing individuals for employment. Receiving workforce education or attaining nationally-recognized industry certifications will assist individuals in demonstrating to potential employers the mastery of specific skills, abilities, and competencies associated with the education or certifications. Reducing the cost per employment outcome and administrative positions within the division may free-up resources for improvements in the overall VR program services and operations.

Performance Accountability Report

The bill also requires the division to annually submit, by December 1, a performance report to the Governor, the President of the Senate, and the Speaker of the House of Representatives. The performance report must include the following information for the five most recent fiscal years:

- Caseload data including the number of individuals who apply for and receive services statewide and by service area and service type.
- Service use data including the number of units of service provided statewide and by service area and service type.
- Financial data including expenditures for administering and providing services statewide and by service area and service type. Expenditures for education-related services must be identified in specific categories such as tuition and fees, program fees, and support services.
- Outcome data including the number of cases closed including the employment data associated with such cases statewide and by service area. The employment data must specify whether the employment was supported or integrated.

The VR program performance report will likely help the state assess the performance of the state's VR program in preparing individuals for employment and identifying mechanisms to improve the operations and management of the state's VR program. The performance report will also assist in identifying trends in VR program performance and outcomes. Compared to the annual report prepared by the Florida Rehabilitation Council (council), the VR program performance report will provide additional VR data (e.g., financial data) as well as a breakdown of performance data by service area and service type.

Partnership for Employment of Persons with Unique Abilities

The bill requires the division to develop and implement a Partnership for Employment of Persons with Unique Abilities pilot program in designated regions within the state as specified in the General Appropriations Act. The goal of the pilot program is to achieve specific, measurable performance goals for the employment of persons who have a disability. To achieve the goal of the pilot program, the division must partner with one or more local, nonprofit organizations that have experience in assisting persons with a disability secure employment, which fosters collaboration between the state and local entities. If more than one qualifying organization in the designated regions requests a partnership agreement, the division is authorized to issue an invitation to negotiate.

The partner organizations must agree to performance goals established by the division based on improvement over past performance in at least the following areas:

- The number and percentage of individuals with open records who receive services.
- The number of individuals with open records who receive postsecondary workforce education.
- The number of persons earning CAPE industry certifications and CAPE postsecondary industry certifications.
- The number and percentage of cases closed due to the employment of eligible individuals.
- The proportion of full-time equivalent administrative positions in the division.

The division must annually report, by December 31, the activities and results of the pilot program to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

The bill takes effect July 1, 2015.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

SB 802 requires the Division of Vocational Rehabilitation to develop a performance improvement plan designed to achieve goals which, if successful, may result in better employment outcomes for individuals with a disability served by the division.

C. Government Sector Impact:

The bill establishes the Partnership for Employment of Persons with Unique Abilities pilot program. The fiscal impact of this pilot program is contingent upon an appropriation within the General Appropriations Act.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 413.202, 413.207, and 413.23.

This bill creates section 413.80 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.

By Senator Gaetz

1-01395B-15

2015802__

A bill to be entitled

An act relating to vocational rehabilitation; amending s. 413.202, F.S.; providing for the future repeal of the designation of the Division of Vocational Rehabilitation as the administrative unit for purposes of the Vocational Rehabilitation Act of 1973, subject to legislative review of a required report; amending s. 413.207, F.S.; requiring the Division of Vocational Rehabilitation to initiate, by a specified date, a performance improvement plan designed to achieve specified goals; requiring the division to submit a performance report annually, by a specified date, to the Governor and the Legislature which includes specified information; amending s. 413.23, F.S.; authorizing the division to develop and implement a pilot program; creating s. 413.80, F.S.; requiring the division to develop and implement a pilot program to improve the state vocational rehabilitation program; requiring the division to enter into partnership agreements with local, nonprofit organizations; authorizing the division to issue an invitation to negotiate under certain circumstances; requiring that the agreements include specific performance goals in certain areas; requiring the division to report activities and results of the pilot program to the Governor and the Legislature annually by a specified date; providing an effective date.

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

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1-01395B-15

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Section 1. Section 413.202, Florida Statutes, is amended to read:

413.202 Designated administrative unit.—Effective on the effective date of this act, for the purposes of effecting compliance with the Vocational Rehabilitation Act of 1973, as amended, the Division of Vocational Rehabilitation is designated as the administrative unit. This section is repealed June 30, 2016, unless reenacted by the Legislature after review of the progress report on the achievement of the performance goals required by s. 413.207.

Section 2. Section 413.207, Florida Statutes, is amended to read:

413.207 Division of Vocational Rehabilitation; quality assurance.—

(1) The Division of Vocational Rehabilitation shall maintain an internal system of quality assurance, have proven functional systems, perform due diligence, review provider systems of quality assurance, and be subject to monitoring for compliance with state and federal laws, rules, and regulations.

(2) No later than October 1, 2015, the division shall develop and implement a performance improvement plan designed to achieve the following goals:

(a) Increase the number and percentage of persons with a program record who receive services.

(b) Increase the number of persons receiving postsecondary workforce education as defined in s. 1004.02(25).

(c) Increase the number of persons earning CAPE industry certifications and CAPE postsecondary industry certifications

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59 approved pursuant to s. 1008.44.

60 (d) Increase the number of cases closed due to the
 61 employment of the person who has a disability.

62 (e) Decrease the average cost per employment outcome, as
 63 that term is defined in s. 413.20.

64 (f) Decrease the proportion of full-time equivalent
 65 positions in the division devoted to administration.

66 (3) The improvement plan goals shall be designed to elevate
 67 the state vocational rehabilitation program to one of the top 10
 68 in the nation.

69 (4) By December 1 of each year, the division shall submit a
 70 performance report to the Governor, the President of the Senate,
 71 and the Speaker of the House of Representatives which includes
 72 the following information for each of the 5 most recent fiscal
 73 years:

74 (a) Caseload data, including the number of individuals who
 75 apply for, and the number who receive, services, statewide and
 76 by service area, by service type.

77 (b) Service use data, including the number of units of
 78 service provided, statewide and by service area, by service
 79 type.

80 (c) Financial data, including expenditures for
 81 administration and the provision of services, by service type.
 82 Expenditure data shall be reported on a statewide basis and by
 83 service area, and expenditures for education-related services
 84 shall be identified in specific categories such as tuition and
 85 fees, program fees, and support services.

86 (d) Outcome data, statewide and by service area, including
 87 the number of cases closed without employment and with

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88 employment. Employment data must specify whether the employment
 89 was supported or integrated.

90 Section 3. Section 413.23, Florida Statutes, is amended to
 91 read:

92 413.23 Administration.—The division shall provide
 93 vocational rehabilitation services to persons who have
 94 disabilities determined to be eligible therefor and, in carrying
 95 out the purposes of this part, is authorized, among other
 96 things:

97 (1) To cooperate with other departments, agencies, and
 98 institutions, both public and private, in providing for the
 99 vocational rehabilitation of persons who have disabilities, in
 100 studying the problems involved therein, and in establishing,
 101 developing, and providing, in conformity with the purposes of
 102 this part, such programs, facilities, and services as may be
 103 necessary or desirable.†

104 (2) To enter into reciprocal agreements with other states
 105 to provide for the vocational rehabilitation of residents of the
 106 states concerned.†

107 (3) To conduct research and compile statistics relating to
 108 the vocational rehabilitation of persons who have disabilities.†

109 (4) To prepare a federally required state plan for
 110 vocational rehabilitation, as required by the act. The state
 111 plan must contain all of the elements required by s. 101 of the
 112 act, including an assessment of the needs of persons who have
 113 disabilities and how those needs may be most effectively met.
 114 The division is authorized to make amendments to the state plan
 115 considered necessary to maintain compliance with the act and to
 116 implement such changes in order to qualify for and maintain

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117 federal funding. After completion of the state plan or making
 118 amendments to the state plan, the division must distribute
 119 copies of the state plan to the Governor, the President of the
 120 Senate, the Speaker of the House of Representatives, and the
 121 United States Secretary of Education.

122 (5) To develop and implement a pilot program under s.
 123 413.80 using such resources and operating in designated regions
 124 of the state as may be specified in the General Appropriations
 125 Act.

126 Section 4. Section 413.80, Florida Statutes, is created to
 127 read:

128 413.80 Partnership for Employment of Persons with Unique
 129 Abilities.-

130 (1) The division shall develop and implement a Partnership
 131 for Employment of Persons with Unique Abilities pilot program
 132 aimed at achieving specific, measureable performance goals for
 133 the employment of persons who have a disability. To that end,
 134 the division shall partner with one or more local, nonprofit
 135 organizations with experience assisting persons who have a
 136 disability in gaining employment. If more than one qualifying
 137 organization in the pilot areas designated by the General
 138 Appropriations Act requests a partnership agreement, the
 139 division may issue an invitation to negotiate pursuant to s.
 140 287.057(1)(c).

141 (2) The partner organizations must agree to performance
 142 goals established by the division based on improvement over past
 143 performance in at least the following areas:

144 (a) The number and percentage of individuals with open
 145 records who receive services.

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146 (b) The number of individuals with open records who receive
 147 postsecondary workforce education pursuant to s. 1004.02(25).

148 (c) The number of persons earning CAPE industry
 149 certifications and CAPE postsecondary industry certifications
 150 approved pursuant to s. 1008.44.

151 (d) The number and percentage of cases closed due to the
 152 employment of the eligible individual.

153 (e) The proportion of full-time equivalent positions in the
 154 division devoted to administration.

155 (3) The division shall report activities and results of the
 156 pilot program to the Governor, the President of the Senate, and
 157 the Speaker of the House of Representatives by December 31 of
 158 each year.

159 Section 5. This act shall take effect July 1, 2015.

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The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: SB 960

INTRODUCER: Senator Lee

SUBJECT: Florida Bright Futures Scholarship Program

DATE: March 16, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Bailey	Klebacha	HE	Favorable
2.	Sikes	Elwell	AED	Pre-meeting
3.			FP	

I. Summary:

SB 960 modifies student community service requirements affecting student eligibility for Florida Bright Futures Scholarship Program awards by clarifying that community service work means volunteer service work, expanding the permissible activities that students can participate in to meet the volunteer service work requirement, and placing parameters on such activities.

Specifically, the bill:

- Expands service work areas beyond social areas of interest to include a civic issue or a professional area of interest.
- Requires a student to develop a plan for personal involvement in addressing the social or civic issue or learning about the professional area, as well as reflecting on such experience through papers or presentations.
- Provides accountability requirements for a student's service work.
- Prohibits a student from receiving compensation or academic credit for the volunteer service work.

Additionally, the bill specifies that volunteer service work may include, but is not limited to, the following activities:

- Internship with a business or government entity;
- Work for a nonprofit community service organization; or
- Activity on behalf of a candidate for public office.

The volunteer service hours must be documented in writing and signed by the student, the student's parent or guardian, and a representative of the organization where the student volunteered.

The bill has no fiscal impact.

The bill takes effect on July 1, 2015.

II. Present Situation:

The Florida Bright Futures Scholarship Program (Program) is a lottery-funded scholarship program to reward a Florida high school graduate who merits recognition for high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible public or private postsecondary institutions in Florida after graduating from high school.¹ The Department of Education (DOE) administers the Program in accordance with rules and procedures adopted by the State Board of Education.²

The Bright Futures Scholarship Program consists of three types of awards:³

- Florida Academic Scholarship (FAS),
- Florida Medallion Scholarship (FMS), and
- Florida Gold Seal Vocational Scholarship (FGSV).

To be eligible to receive a Program award, students must meet the general eligibility criteria⁴ and specific academic and community service work requirements.⁵ The community service work must be approved by the district school board, the administrators of a nonpublic school, or the DOE for home education program students.⁶

To fulfill the community service work requirement for FAS, students graduating in the 2011-2012 academic year and thereafter, must perform at least 100 hours of community service work, identify a social problem of interest, develop a plan for personal involvement in addressing the problem, and reflect on such experience through papers or presentations.⁷ The community service work requirement for the FMS and FGSV is the same as the requirement for FAS except for the number of community service work hours that FMS and FGSV students must volunteer. FMS students must perform a minimum of 75 hours of community service work⁸ and FGSV students must perform at least 30 hours of community service work.⁹

III. Effect of Proposed Changes:

The bill modifies student community service requirements affecting student eligibility for the Florida Academic Scholarship (FAS), Florida Medallion Scholarship (FMS), and Florida Gold

¹ Section 1009.53(1), F.S. and 1009.531(2)(a-c), F.S., specify a student graduating from high school prior to the 2010-2011 academic year is eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 7 years following high school graduation. Students graduating in the 2010-2011 and 2011-2012 academic school years are eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 5 years following high school graduation. In the 2012-2013 academic school year, and thereafter, a student graduating from high school is able to accept an initial award for 2 years following high school and to accept a renewal award for 5 years following high school graduation.

² Section 1009.53(3), F.S.

³ Section 1009.53(2), F.S.

⁴ Section 1009.531, F.S.

⁵ Sections 1009.534(1), 1009.535(1), and 1009.536(1)(e), F.S.

⁶ Sections 1009.534(1), 1009.535(1), and 1009.536(1)(e), F.S.

⁷ Sections 1009.534(1), F.S.

⁸ Section 1009.535(1), F.S.

⁹ Section 1009.536(1)(e), F.S.

Seal Vocational Scholarship (FGSV) awards by clarifying that community service work means volunteer service work, expanding the permissible activities that students can participate in to meet the volunteer service work requirement, and placing parameters on such activities.

Specifically, the bill:

- Expands service work areas beyond social areas of interest to include a civic issue or a professional area of interest.
- Requires students to develop a plan for personal involvement in the social or civic issue or learning about the professional area, as well as to reflecting on such experience through papers or presentations.
- Provides accountability requirements for a student's service work.
- Prohibits a student from receiving compensation or academic credit for the volunteer service work.

Additionally, the bill specifies that volunteer service work may include, but is not limited to, the following activities:

- Internship with a business or government entity;
- Work for a nonprofit community service organization; or
- Activity on behalf of a candidate for public office.

The volunteer service hours must be documented in writing and signed by the student, the student's parent or guardian, and a representative of the organization where the student volunteered.

The bill takes effect on July 1, 2015.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1009.534, 1009.535, and 1009.536.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.

By Senator Lee

24-00358A-15

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1 A bill to be entitled
 2 An act relating to the Florida Bright Futures
 3 Scholarship Program; amending ss. 1009.534, 1009.535,
 4 and 1009.536, F.S.; requiring a student, as a
 5 prerequisite for the Florida Academic Scholars award,
 6 the Florida Medallion Scholars award, or the Florida
 7 Gold Seal Vocational Scholars award, to identify a
 8 social or civic issue or a professional area of
 9 interest and develop a plan for his or her personal
 10 involvement in addressing the issue or learning about
 11 the area; prohibiting the student from receiving
 12 remuneration or academic credit for the volunteer
 13 service work performed; providing examples of
 14 volunteer service work; requiring that the hours of
 15 volunteer service work performed be documented in
 16 writing and the document be signed by certain
 17 individuals; deleting obsolete provisions; providing
 18 an effective date.

19
 20 Be It Enacted by the Legislature of the State of Florida:

21
 22 Section 1. Subsection (1) of section 1009.534, Florida
 23 Statutes, is amended to read:

24 1009.534 Florida Academic Scholars award.—

25 (1) A student is eligible for a Florida Academic Scholars
 26 award if he or she ~~the student~~ meets the general eligibility
 27 requirements for the Florida Bright Futures Scholarship Program
 28 and ~~the student~~:

29 (a) Has achieved a 3.5 weighted grade point average as

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30 calculated pursuant to s. 1009.531, or its equivalent, in high
 31 school courses that are designated by the State Board of
 32 Education as college-preparatory academic courses, and has
 33 attained at least the score required under ~~pursuant to~~ s.
 34 1009.531(6) (a) on the combined verbal and quantitative parts of
 35 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
 36 the recentered Scholastic Assessment Test of the College
 37 Entrance Examination, or an equivalent score on the ACT
 38 Assessment Program;

39 (b) Has attended a home education program according to s.
 40 1002.41 during grades 11 and 12, ~~or~~ has completed the
 41 International Baccalaureate curriculum but failed to earn the
 42 International Baccalaureate Diploma, or has completed the
 43 Advanced International Certificate of Education curriculum but
 44 failed to earn the Advanced International Certificate of
 45 Education Diploma, and has attained at least the score required
 46 under ~~pursuant to~~ s. 1009.531(6) (a) on the combined verbal and
 47 quantitative parts of the Scholastic Aptitude Test, the
 48 Scholastic Assessment Test, or the recentered Scholastic
 49 Assessment Test of the College Entrance Examination, or an
 50 equivalent score on the ACT Assessment Program;

51 (c) Has been awarded an International Baccalaureate Diploma
 52 from the International Baccalaureate Office or an Advanced
 53 International Certificate of Education Diploma from the
 54 University of Cambridge International Examinations Office;

55 (d) Has been recognized by the merit or achievement
 56 programs of the National Merit Scholarship Corporation as a
 57 scholar or finalist; or

58 (e) Has been recognized by the National Hispanic

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59 Recognition Program as a scholar recipient.

60
61 The A student must complete a program of volunteer community
62 service work, as approved by the district school board, the
63 administrators of a nonpublic school, or the Department of
64 Education for home education program students, which ~~must shall~~
65 include a minimum of 75 hours of service work for high school
66 students graduating in the 2010-2011 academic year and 100 hours
67 of service work for high school students graduating in the 2011-
68 2012 academic year and thereafter. ~~The student, and~~ must
69 identify a social or civic issue or a professional area ~~problem~~
70 that interests him or her, develop a plan for his or her
71 personal involvement in addressing the issue or learning about
72 ~~the area problem~~, and, through papers or other presentations,
73 evaluate and reflect upon his or her experience. ~~The student may~~
74 ~~not receive remuneration or academic credit for the volunteer~~
75 ~~service work performed. Such work may include, but is not~~
76 ~~limited to, a business or government internship, work for a~~
77 ~~nonprofit community service organization, or activity on behalf~~
78 ~~of a candidate for public office. The hours of volunteer service~~
79 ~~work must be documented in writing, and the document must be~~
80 ~~signed by the student, the student's parent or guardian, and a~~
81 ~~representative of the organization for which the student~~
82 ~~performed the volunteer service work.~~

83 Section 2. Subsection (1) of section 1009.535, Florida
84 Statutes, is amended to read:

85 1009.535 Florida Medallion Scholars award.—

86 (1) A student is eligible for a Florida Medallion Scholars
87 award if he or she ~~the student~~ meets the general eligibility

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88 requirements for the Florida Bright Futures Scholarship Program
89 and ~~the student~~:

90 (a) Has achieved a weighted grade point average of 3.0 as
91 calculated pursuant to s. 1009.531, or the equivalent, in high
92 school courses that are designated by the State Board of
93 Education as college-preparatory academic courses, and has
94 attained at least the score required under ~~pursuant to~~ s.
95 1009.531(6) (b) on the combined verbal and quantitative parts of
96 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
97 the recentered Scholastic Assessment Test of the College
98 Entrance Examination, or an equivalent score on the ACT
99 Assessment Program;

100 (b) Has completed the International Baccalaureate
101 curriculum but failed to earn the International Baccalaureate
102 Diploma or has completed the Advanced International Certificate
103 of Education curriculum but failed to earn the Advanced
104 International Certificate of Education Diploma, and has attained
105 at least the score required under ~~pursuant to~~ s. 1009.531(6) (b)
106 on the combined verbal and quantitative parts of the Scholastic
107 Aptitude Test, the Scholastic Assessment Test, or the recentered
108 Scholastic Assessment Test of the College Entrance Examination,
109 or an equivalent score on the ACT Assessment Program;

110 (c) Has attended a home education program according to s.
111 1002.41 during grades 11 and 12 and has attained at least the
112 score required under ~~pursuant to~~ s. 1009.531(6) (b) on the
113 combined verbal and quantitative parts of the Scholastic
114 Aptitude Test, the Scholastic Assessment Test, or the recentered
115 Scholastic Assessment Test of the College Entrance Examination,
116 or an equivalent score on the ACT Assessment Program, if the

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117 student's parent cannot document a college-preparatory
118 curriculum as described in paragraph (a);

119 (d) Has been recognized by the merit or achievement program
120 of the National Merit Scholarship Corporation as a scholar or
121 finalist but has not completed the a program of volunteer
122 community service work required under as provided in s.
123 1009.534; or

124 (e) Has been recognized by the National Hispanic
125 Recognition Program as a scholar, but has not completed the a
126 program of volunteer community service work required under as
127 provided in s. 1009.534.

128 The A high school student graduating in the 2011-2012 academic
129 year and thereafter must complete at least 75 hours a program of
130 volunteer community service work approved by the district school
131 board, the administrators of a nonpublic school, or the
132 Department of Education for home education program students. The
133 student, which shall include a minimum of 75 hours of service
134 work, and must identify a social or civic issue or a
135 professional area problem that interests him or her, develop a
136 plan for his or her personal involvement in addressing the issue
137 or learning about the area problem, and, through papers or other
138 presentations, evaluate and reflect upon his or her experience.
139 The student may not receive remuneration or academic credit for
140 the volunteer service work performed. Such work may include, but
141 is not limited to, a business or government internship, work for
142 a nonprofit community service organization, or activity on
143 behalf of a candidate for public office. The hours of volunteer
144 service work must be documented in writing, and the document
145

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146 must be signed by the student, the student's parent or guardian,
147 and a representative of the organization for which the student
148 performed the volunteer service work.

149 Section 3. Subsection (1) of section 1009.536, Florida
150 Statutes, is amended to read:

151 1009.536 Florida Gold Seal Vocational Scholars award.—The
152 Florida Gold Seal Vocational Scholars award is created within
153 the Florida Bright Futures Scholarship Program to recognize and
154 reward academic achievement and career preparation by high
155 school students who wish to continue their education.

156 (1) A student is eligible for a Florida Gold Seal
157 Vocational Scholars award if he or she ~~the student~~ meets the
158 general eligibility requirements for the Florida Bright Futures
159 Scholarship Program and ~~the student~~:

160 (a) Completes the secondary school portion of a sequential
161 program of studies which that requires at least three secondary
162 school career credits. On-the-job training may not be
163 substituted for any of the three required career credits.

164 (b) Demonstrates readiness for postsecondary education by
165 earning a passing score on the Florida College Entry Level
166 Placement Test or its equivalent as identified by the Department
167 of Education.

168 (c) Earns a minimum cumulative weighted grade point average
169 of 3.0, as calculated pursuant to s. 1009.531, on all subjects
170 required for a standard high school diploma, excluding elective
171 courses.

172 (d) Earns a minimum unweighted grade point average of 3.5
173 on a 4.0 scale for secondary career courses that compose
174 ~~comprising~~ the career program.

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175 (e) Beginning with high school students graduating in the
176 2011-2012 academic year and thereafter, completes at least 30
177 hours a program of volunteer ~~community~~ service work approved by
178 the district school board, the administrators of a nonpublic
179 school, or the Department of Education for home education
180 program students. ~~The student must identify, which shall include~~
181 ~~a minimum of 30 hours of service work, and identifies~~ a social
182 or civic issue or a professional area ~~problem~~ that interests him
183 or her, ~~develop~~ develops a plan for his or her personal
184 involvement in addressing the issue or learning about the area
185 ~~problem~~, and, through papers or other presentations, evaluate
186 ~~evaluates~~ and reflect ~~reflects~~ upon his or her experience. The
187 student may not receive remuneration or academic credit for the
188 volunteer service work performed. Such work may include, but is
189 not limited to, a business or government internship, work for a
190 nonprofit community service organization, or activity on behalf
191 of a candidate for public office. The hours of volunteer service
192 work must be documented in writing, and the document must be
193 signed by the student, the student's parent or guardian, and a
194 representative of the organization for which the student
195 performed the volunteer service work.

196 Section 4. This act shall take effect July 1, 2015.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: SB 1140

INTRODUCER: Senator Montford

SUBJECT: Bright Futures Scholarship Program

DATE: March 16, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Bailey</u>	<u>Klebacha</u>	<u>HE</u>	Favorable
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	Pre-meeting
3.	_____	_____	<u>FP</u>	_____

I. Summary:

SB 1140 allows a student who is eligible for a Florida Bright Futures Scholarship award, but unable to accept the award immediately following high school graduation due to a full-time religious or service obligation lasting at least 18 months, to defer the 2-year initial award period and the 5-year renewal period until the student completes the religious or service obligation. In addition, the bill requires the organization to document, in writing, and verify the student's religious obligation or service work.

This bill has a minimal fiscal impact. The number of students who could potentially benefit from the award deferment authorized in the bill is not known, but should be nominal.

The bill takes effect on July 1, 2015.

II. Present Situation:

The Florida Bright Futures Scholarship Program (Program) is a lottery-funded scholarship program to reward a Florida high school graduate who merits recognition for high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible public or private postsecondary institution in Florida after graduating from

high school.¹ The Department of Education (DOE) administers the Program in accordance with rules and procedures adopted by the State Board of Education.²

The Program consists of three types of awards:

- Florida Academic Scholarship (FAS);
- Florida Medallion Scholarship (FMS); and
- Florida Gold Seal Vocational Scholarship (FGSV).³

To be eligible to receive a Program award, a student must meet the general eligibility criteria for initial⁴ and renewal awards.⁵ The student must also satisfy specific eligibility criteria for each of the three award programs and complete a program of community service work.⁶

Currently, a student who graduates from high school having met the requirements of a Florida Bright Futures Scholarship award (award) is eligible to accept:

- An initial award for a period of 2 years,⁷ and
- A renewal award for 5 years after graduating from high school.⁸

However, a student who enlists in the United States Armed Forces immediately after high school graduation can defer the 2-year eligibility period for initial award and 5-year renewal period of the award until the student separates from active duty.⁹ Also, for a student who receives the scholarship award but discontinues his or her education to enlist in the United States Armed Forces, the remainder of his or her 5-year renewal period commences upon the date of separation from active duty.¹⁰

III. Effect of Proposed Changes:

The bill modifies the student eligibility requirements for initial award of the Florida Academic Scholarship (FAS), Florida Medallion Scholarship (FMS), and Florida Gold Seal Vocational Scholarship (FGSV).

The bill allows a high school graduate who is eligible to accept a Florida Bright Futures Scholarship award to defer the 2-year initial award period and the 5-year renewal period if the student was unable to accept the award immediately following high school graduation due to a

¹ Sections 1009.53(1), F.S. and 1009.531(2)(a-c), F.S., specify a student graduating from high school prior to the 2010-2011 academic year is eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 7 years following high school graduation. Students graduating in the 2010-2011 and 2011-2012 academic school years are eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 5 years following high school graduation. In the 2012-2013 academic school year, and thereafter, a student graduating from high school is able to accept an initial award for 2 years following high school graduation and to accept a renewal award for 5 years following high school graduation.

² Section 1009.53(3), F.S.

³ Section 1009.53(2), F.S.

⁴ Section 1009.531, F.S.

⁵ Section 1009.532, F.S.

⁶ Sections 1009.534(1), 1009.535(1), and 1009.536(1)(e), F.S.

⁷ Section 1009.531(2)(c), F.S.

⁸ *Id.*

⁹ *Id.*

¹⁰ *Id.*

full-time religious or service obligation lasting at least 18 months. In addition, the bill requires the organization to document, in writing, and verify the student's religious obligation or service work.

In effect, students that would otherwise forfeit a scholarship due to participation in a religious or service obligation may retain eligibility, similar to the flexibility currently granted to students who enlist in the Armed Forces.

The bill takes effect on July 1, 2015.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Under SB 1140, a student who may otherwise forfeit a scholarship due to participation in a religious or service obligation may retain eligibility and receive an award. In the 2013-2014 fiscal year, the average Florida Bright Futures Scholarship award was \$1,973.¹¹

C. Government Sector Impact:

This bill has a minimal fiscal impact. Approximately 80 percent of students initially eligible for a Florida Bright Futures Scholarship award enroll in a Florida postsecondary institution and receiving funding.¹² The number of students who don't accept an award immediately after high school graduation who could potentially benefit from the award deferment authorized in the bill is not known, but should be nominal.

¹¹ Florida Department of Education, *2013-14 Florida Bright Futures Scholarship Program End-of-Year Report*, available at https://www.floridastudentfinancialaidsg.org/pdf/EOY_Reports/2013-14/BF_2013_2014.pdf.

¹² Staff analysis of Florida Department of Education, *Florida High School Graduates Eligible for and Receiving Bright Futures*, available at <http://www.floridastudentfinancialaid.org/SSFAD/PDF/BFstats/BFReportsB.pdf>.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1009.531 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.



461812

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Montford) recommended the following:

Senate Amendment (with title amendment)

Delete lines 42 - 44

and insert:

obligation. The organization sponsoring the full-time religious or service obligation must meet the requirements for nonprofit status under s. 501(c)(3) of the Internal Revenue Code or be a federal government service organization that includes, but is not limited to, the Peace Corps and AmeriCorps programs. The obligation must be documented in writing and verified by the



461812

11 entity for which the student completed the obligation on a
12 standardized form prescribed by the department. If a course of
13 study is

14
15 ===== T I T L E A M E N D M E N T =====

16 And the title is amended as follows:

17 Between lines 8 and 9

18 insert:

19 specifying requirements for an entity that is
20 sponsoring the obligation;

By Senator Montford

3-00824-15

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A bill to be entitled

An act relating to the Bright Futures Scholarship Program; amending s. 1009.531, F.S.; providing that the initial award and renewal period for students who are unable to accept an initial award immediately after completion of high school due to a full-time religious or service obligation begins upon the completion of the religious or service obligation; requiring verification from the entity for which the student completed such obligation; providing an effective date.

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

Section 1. Paragraph (c) of subsection (2) of section 1009.531, Florida Statutes, is amended to read:

1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.—

(2)

(c) A student graduating from high school in the 2012-2013 academic year and thereafter is eligible to accept an initial award for 2 years following high school graduation and to accept a renewal award for 5 years following high school graduation. A student who applies for an award by high school graduation and who meets all other eligibility requirements, but who does not accept his or her award, may reapply during subsequent application periods up to 2 years after high school graduation. For a student who enlists in the United States Armed Forces immediately after completion of high school, the 2-year

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eligibility period for his or her initial award and the 5-year renewal period shall begin upon the date of separation from active duty. For a student who is receiving a Florida Bright Futures Scholarship award and discontinues his or her education to enlist in the United States Armed Forces, the remainder of his or her 5-year renewal period shall commence upon the date of separation from active duty. For a student who is unable to accept an initial award immediately after completion of high school due to a full-time religious or service obligation lasting at least 18 months, the 2-year eligibility period for his or her initial award and the 5-year renewal period begin upon the completion of his or her religious or service obligation. The full-time religious or service obligation must be documented in writing and verified by the entity for which the student completed such obligation. If a course of study is not completed after 5 academic years, an exception of 1 year to the renewal timeframe may be granted due to a verifiable illness or other documented emergency pursuant to s. 1009.40(1)(b)4.

Section 2. This act shall take effect July 1, 2015.

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The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: CS/SB 616

INTRODUCER: Education Pre-K - 12 Committee and Senator Legg

SUBJECT: Education Accountability

DATE: March 18, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Hand</u>	<u>Klebacha</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	<u>Pre-meeting</u>
3.	_____	_____	<u>AP</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 616 impacts statutory accountability provisions related to the state's public school student assessment program, the educator performance evaluation system, and the statewide public school accountability system.

The bill maintains the statutorily provided 2014-2015 school year transition to the Florida Standards Assessments, including the suspension of negative consequences associated with school grades and school improvement ratings. Specifically, the bill makes the following adjustments to student assessment, performance evaluation requirements and school accountability.

Student Assessments

The bill:

- Reduces the number of statutorily-required assessments by eliminating the current requirement that a school district administer a local assessment for each course that is not assessed by a statewide, standardized assessment.
- Reduces the total time devoted to testing by adding a provision limiting the amount of time for test administration by limiting to no more than five percent of total school hours per student, per year, but provides exemptions for certain tests and certain students.
- Provides for timely information to teachers and parents by adding in law a provision requiring school districts to make student performance results on district-required local

assessment available to the student's teachers and parents within 30 days of test administration.

- Eliminates the Grade 11 Florida Standards Assessment (FSA) for English Language Arts and makes the Postsecondary Education Readiness Test (PERT) optional.
- Adds a new requirement for the State Board of Education to adopt in rule a notification form that districts must use to inform parents about third grade retention and mid-year promotion and high school graduation requirements and available options.

Performance Evaluation Requirements

The bill:

- Retains the ability for teachers and school administrators to receive performance pay adjustments if they meet specified conditions.
- Modifies teacher performance evaluations by requiring the student performance component to be at least 33 percent, the instructional practice component to constitute at least 33 percent, and the professional and job responsibilities component constitute no more than 33 percent.
- Adds a new requirement that administrative personnel conduct multiple observations for the instructional practice component of a teacher's performance evaluation.
- Authorizes the professional and job responsibilities component of a teacher's performance evaluation to utilize peer reviews.

School Accountability

The bill creates, for schools and school districts that experience technical implementation issues during the 2014-2015 school year assessment, a one-time option to use the 2014-2015 school year test results for diagnostic and baseline purposes only.

The provisions of the bill eliminating mandatory statewide assessments should result in a cost savings for the state. The elimination of the Grade 11 FSA for English Language Arts should reduce state assessment costs by approximately \$1.5 million. By making the PERT examination optional, rather than mandatory, the state assessment costs are projected to decrease by approximately \$200,000. In addition, school districts may experience a reduction in costs as a result of the reduction in local student assessments.

The bill takes effect upon becoming law.

II. Present Situation:

The education of children is a fundamental value of the people of the State of Florida.¹ It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders.² The Legislature, through the Florida K-20 Education Code, provides by law, a state system for all Florida's students to obtain a high quality education.³

¹ Article IX, s. 1, Fla. Const.

² *Id.*

³ Section 1000.01, F.S.

The statutory mission of Florida's K-20 education system is to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.⁴ The effectiveness of this education delivery system is assessed through the state's performance accountability system.⁵

The state's performance accountability system assesses the effectiveness of Florida's seamless K-20 education delivery system and is specifically intended to provide answers to the following questions in relation to its mission and goals:⁶

- What is the public receiving in return for funds it invests in education?
- How effectively is Florida's K-20 education system educating its students?
- How effectively are the major delivery sectors promoting student achievement?
- How are individual schools and postsecondary education institutions performing their responsibility to educate their students as measured by how students are performing and how much they are learning?

Public School Student Assessment Program

Florida's assessment program consists primarily of statewide, standardized assessments that are selected and administered by the state, and local assessments that are selected and administered by the school districts to measure students' attainment of education expectations.⁷

Statewide, Standardized Assessments

The purpose of Florida's student assessment program is to improve instruction; provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff; and assess the cost benefit of the expenditure of taxpayer dollars.⁸ Specifically, the program is designed to:⁹

- Assess the achievement level and annual learning gains of each student in English Language Arts and mathematics and the achievement level in all other subjects assessed.
- Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.

⁴ Section 1008.31(2)(a), F.S.

⁵ Section 1008.31(1)(a), F.S.

⁶ Section 1008.31(1)(a), F.S. This performance accountability system is required to comply with the "No Child Left Behind Act of 2001," Pub. L. No. 107-110, and the Individuals with Disabilities Education Act (IDEA). Section 1008.31(1)(c), F.S. The Department of Education (DOE) is responsible for maintaining an accountability system that measures student progress toward the following goals. Section 1008.31(2)(c), F.S.

⁷ Section 1008.22, F.S. Common placement testing is required for the purpose of assessing the skills of students who intend to enter a degree program at any public postsecondary educational institution. Section 1008.30, F.S. Before the beginning of grade 12, all students are required to have their college readiness evaluated. *Id.* The student's high school is required to identify deficiencies and require the student (in 12th grade) to complete appropriate postsecondary preparatory instruction before high school graduation. *Id.*

⁸ Section 1008.22(1), F.S.

⁹ Section 1008.22(1)(a)-(e), F.S.

- Assess how well educational goals and curricular standards are met at the school, district, state, national, and international levels.
- Provide information to aid in the evaluation and development of educational programs and policies.

The commissioner is required to design and implement a statewide, standardized assessment program that is aligned to the core curricular content established in the Next Generation Sunshine State Standards and the Florida Standards.¹⁰ Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma and students in Department of Juvenile Justice education programs, except as otherwise provided by law.¹¹

Test accommodations are available for certain students, such as students with disabilities and English language learners.¹² Some accommodations may result in the need for longer test times for these students.¹³

The statewide, standardized assessment program consists of:

- Statewide, standardized comprehensive assessments:¹⁴
 - English Language Arts (grades 3 through 11);¹⁵
 - Mathematics (grades 3-8); and
 - Science (once at the elementary grade level and once at the middle grade level).¹⁶
- End-of-Course (EOC) assessments:¹⁷
 - Civics (once at middle grade level);
 - U.S. History EOC;
 - Algebra I EOC;
 - Algebra II EOC;
 - Geometry EOC; and
 - Biology I EOC.

¹⁰ Section 1008.22(3), F.S.

¹¹ *Id.*

¹² Department of Education, *2014-2015 FSA and FCAT/FCAT 2.0/NGSSS EOC Assessment Accommodations Frequently Asked Questions (FAQ)*, available at <http://fsassessments.org/wp-content/uploads/2015/01/2014-2015-Assessment-Accommodations-FAQ.pdf>

¹³ *Id.*

¹⁴ Section 1008.22(3)(a), F.S. The Elementary and Secondary Education Act of 1965 (ESEA) requires states to implement “a set of high-quality, yearly academic assessments that includes, at a minimum, assessments in mathematics, reading or language arts, and science. With respect to reading/language arts and mathematics, the assessments must be administered in each of grades 3 through 8 and not less than once in grades 10 through 12. With respect to science, the assessments must be administered not less than once during grades 3 through 5, grades 6 through 9, and grades 10 through 12.” U.S. Department of Education, *Letter to Colorado Commissioner of Education, Robert K. Hammond* (Oct. 3, 2014) on file with the Committee on Education Pre-K-12 staff; *see also* 20 U.S.C. s. 6311(b)(3).

¹⁵ Pursuant to standard high school diploma requirements, a student must pass the grade 10 English Language Arts assessment or earn a concordant score. Sections 1003.4282(3)(a) and 1008.22(7), F.S. For scholar designation on a standard high school diploma, a student must pass the grade 11 English Language Arts assessment. Section 1003.4285(1)(a)1., F.S.

¹⁶ Rule 6A-1.09422(3)(b), F.A.C., requires all eligible students in grades five and eight to take the FCAT 2.0 Science.

¹⁷ Section 1008.22(3)(b), F.S. Pursuant to standard high school diploma requirements, a student must pass the Algebra I EOC. *Id.* For scholar designation on a standard high school diploma, a student must pass Algebra II EOC, Geometry EOC, Biology I EOC, and U.S. History EOC assessments. Section 1003.4285(1)(a)2.-4., F.S.

- Florida Alternate Assessment (FAA) (assessment for students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation).¹⁸

In the fall of 2014, Governor Scott directed the Commissioner of Education to “conduct a thorough and comprehensive investigation of every standardized test that school districts are requiring their students to take.”¹⁹ In late 2014 and early 2015, the Commissioner conducted “a thorough and comprehensive investigation of all standardized assessments used in school districts.”²⁰ On February 18, 2015, the Commissioner released her assessment investigation report.²¹

Charts on page 17-18 of the Commissioner’s report identify the testing time per student, per grade for each administration of the statewide, standardized assessments – which are the FSA for English Language Arts and mathematics assessments, EOC assessments, and FCAT 2.0 assessment retakes.²² For example, test times across grades 3 through 11 range from 2.67 to 4.5 hours for the Florida Standards Assessment (FSA) for English Language Arts and 2.67 to 3 hours for FSA mathematics, totaling approximately 7.5 hours maximum for any one grade level for both FSA assessments.²³

Local Assessments

School districts are responsible for measuring student performance in all subjects and grade levels, except those subjects and grade levels measured under the statewide, standardized assessment program.²⁴ Except for those subjects and grade levels measured under the statewide, standardized assessment program, beginning with the 2014-2015 school year, each school district must administer for each course offered in the district a local assessment that measures student mastery of course content at the necessary level of rigor for the course.²⁵ Each district school board must adopt policies for selecting, developing, administering, and scoring local assessments and for collecting assessment results.²⁶ For subjects and grade levels not measured

¹⁸ Section 1008.22(3)(c)1., F.S. A child with medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment. Section 1008.22(9), F.S.

¹⁹ The Governor’s charge also required the Commissioner to report on the reasons why students are required to take the test, how much time is given for the test, student promotion decisions based on test results, how much time is given for the test, student promotion decisions based on test results, what grade levels and types of students take the test, when the test is given, and whether test results are provided to the teacher and/or students. Rick Scott, *Let’s Keep Florida Learning*, available at <http://www.rickscottforflorida.com/wp-content/uploads/2014/11/Let%E2%80%99s-Keep-Florida-Learning.pdf>.

²⁰ Department of Education, *Assessment Investigation February 18, 2015*, available at <http://www.fldoe.org/core/fileparse.php/12003/urlt/CommAssessmentInvestigationReport.pdf>.

²¹ Department of Education, *Assessment Investigation February 18, 2015*, available at <http://www.fldoe.org/core/fileparse.php/12003/urlt/CommAssessmentInvestigationReport.pdf>;

²² Department of Education, *Assessment Investigation February 18, 2015*, available at <http://www.fldoe.org/core/fileparse.php/12003/urlt/CommAssessmentInvestigationReport.pdf>. The report also contains a summary of local assessment requirements, information concerning district assessments, and an addendum with charts containing specific local assessment information for each district, *Id.* at 27-28. *See also* specific information on tests given by each school district, Department of Education, *Assessment Investigation February 18, 2015 Appendices*, available at <http://www.fldoe.org/core/fileparse.php/10982/urlt/Appendices.pdf>.

²³ *Id.*

²⁴ Section 1008.22(6)(a), F.S.

²⁵ Section 1008.22(6)(b), F.S.

²⁶ *Id.*

by statewide, standardized assessments, a school district must administer local assessments but is authorized to choose the assessment to be administered from the following options:²⁷

- Statewide assessments.
- Other standardized assessments, including nationally recognized standardized assessments.
- Industry certification assessments.
- District-developed or district-selected end-of-course assessments.
- Teacher-selected or principal-selected assessments.

To administer the state assessment program for statewide, standardized assessments and local assessments, the commissioner must:

- Develop or obtain statewide, standardized assessments, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts.²⁸
- Recommend, for approval by the State Board of Education (SBE), passing scores on statewide, standardized assessments in the form of achievement levels ranging from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.²⁹
- Establish implementation schedules for the administration of statewide, standardized assessments and the reporting of student assessment results.³⁰
- Provide, at a minimum, statewide, standardized assessment data analysis showing student achievement levels and learning gains by teacher, school, and school district.³¹
- Identify methods to assist and support districts in the development and acquisition of assessments which may include developing item banks, facilitating the sharing of developed tests among school districts, acquiring assessments from state and national curriculum-area organizations, and providing technical assistance in best professional practices of test development based upon state-adopted curriculum standards, administration, and security.³²
- Identify, for approval by the SBE, one or more comparative scores for the Algebra I EOC assessment.³³
- Identify, for approval by the SBE, scores on the SAT and ACT that, if achieved, satisfy the graduation requirement that a student pass the grade 10 statewide, standardized English Language Arts assessment. The commissioner may identify concordant scores on assessments other than the SAT and ACT.³⁴

²⁷ Section 1008.22(6)(b), F.S.; Local assessments may include a variety of assessment formats, including, but not limited to, project-based assessments, adjudicated performances, and practical application assignments. Section 1008.22(6)(c), F.S.

²⁸ Section 1008.22(3)(h), F.S.

²⁹ Section 1008.22(3)(e), F.S.

³⁰ Section 1008.22(3)(d), F.S.

³¹ Section 1008.22(5), F.S.

³² Section 1008.22(6)(d), F.S.

³³ Section 1008.22(8), F.S.

³⁴ Section 1008.22(7), F.S.

Educator Performance Evaluations

All instructional personnel³⁵ and school administrators employed by Florida’s public school districts must undergo an annual performance evaluation based on sound educational principles and contemporary research in effective educational practices.³⁶ The evaluation criteria for instructional personnel include student performance, instructional practice, and professional and job responsibilities.³⁷ Likewise, the evaluation criteria for school administrators include student performance and professional and job responsibilities.³⁸ Instructional leadership practices are also included in school administrator evaluations.³⁹

Each district superintendent must establish procedures for evaluating the performance of all instructional, administrative, and supervisory personnel employed by the school district.⁴⁰ The superintendents must also annually report evaluation results for instructional personnel and school administrators to the DOE.⁴¹ The DOE approves all district evaluation systems and monitors implementation for compliance with law.⁴²

Public school personnel evaluations must be used to designate instructional personnel and school administrators as “highly effective,” “effective,” “needs improvement” (or, for instructional personnel in the first three years of employment who need improvement, “developing”), or “unsatisfactory.”⁴³ Evaluations occur annually, except classroom teachers newly hired by a district are evaluated at least twice during their first year of teaching in the school district.⁴⁴

Performance evaluations are comprised of components of student performance, instructional practice, institutional leadership, and professional and job responsibilities.

Student Performance

Student performance includes data and indicators of student learning growth⁴⁵ based on student performance on annual statewide assessments or, for subjects and grade levels not tested by

³⁵ Instructional personnel include classroom teachers and other instructional personnel, such as certified school counselors, librarians, and learning resource specialists. Section 1012.01(2), F.S. Although substitute teachers are classified as classroom teachers, the law specifically excludes them from performance evaluation requirements. Section 1012.34(3)(a), F.S.

³⁶ Section 1012.34(3)(a), F.S. Newly hired classroom teachers are evaluated twice in their first year of teaching in a school district. *Id.*

³⁷ Section 1012.34(3)(a)1., 2., and 4., F.S. School administrator evaluation criteria include instructional leadership. Section 1012.34(3)(a)3., F.S.

³⁸ Section 1012.34(3)(a)1. and 4., F.S.

³⁹ Section 1012.34(3)(a)3., F.S.

⁴⁰ Section 1012.34(1)(a), F.S.

⁴¹ Section 1012.34(1)(a), F.S.

⁴² Section 1012.34(1)(b), F.S. By December 1 of each year, the commissioner must report to the Governor, President of the Senate, and Speaker of the House of Representatives the approval and implementation status of each school district’s instructional personnel and school administrator evaluation systems. The report must include evaluation results for instructional personnel and school administrators. Section 1012.34(1)(c), F.S.

⁴³ Section 1012.34(2)(e), F.S.

⁴⁴ Section 1012.34(3)(a), F.S.

⁴⁵ Section 1012.34(8), F.S. The formula is known as the “value added model” (VAM). Section 1012.34(7)(a), F.S.

statewide assessments, school district assessments.⁴⁶ Student performance must constitute at least 50 percent of a classroom teacher's or school administrator's evaluation.⁴⁷

For classroom teachers, excluding substitute teachers, student performance must include student learning growth data for students assigned to the teacher over the course of at least three years.⁴⁸ If less than three years of data are available, then student learning growth may comprise not less than 40 percent of the evaluation.⁴⁹

For other instructional personnel who are not classroom teachers, student performance must include student learning growth data on statewide assessments for students assigned to the instructional personnel over the course of at least three years⁵⁰ and must comprise at least 30 percent of the evaluation or, if less than three years of data are available, then not less than 20 percent.⁵¹

For school administrators, student performance must include student learning growth data for students assigned to the school over the course of at least three years.⁵² If less than three years of data are available, then student learning growth may comprise not less than 40 percent of the evaluation.⁵³

Instructional Practice

Instructional practice is a component of instructional personnel evaluations which consists of evaluation criteria used in annually observing classroom teachers.⁵⁴ The evaluation criteria must include indicators based on each of Florida Educator Accomplished Practices (FEAP) adopted in rule by the SBE.⁵⁵ For instructional personnel who are not classroom teachers, the evaluation criteria must be based on FEAP indicators and may include specific job expectations related to student support.⁵⁶

Instructional Leadership

Instructional leadership is a component of school administrator evaluations and consists of indicators based on each of the leadership standards adopted in rule by the SBE.⁵⁷

⁴⁶ Sections 1012.34(3)(a)1. and 1008.22(6), F.S. Each school district must publish on its website testing schedules for the administration of district-mandated assessments and report the schedules annually to the DOE by October 1. Section 1008.22(6)(e), F.S.

⁴⁷ Sections 1012.34(3)(a)1., F.S.

⁴⁸ Section 10102.34(3)(a)1.a., F.S.

⁴⁹ Section 1012.34(3)(a)1.a., F.S.

⁵⁰ The student performance component for instructional personnel who are not classroom teachers may include student learning growth data and other measurable student outcomes specific to the position. Section 1012.34(1)(a)1.b., F.S.

⁵¹ Section 1012.34(3)(a)1.b., F.S.

⁵² Section 1012.34(3)(a)1.c., F.S.

⁵³ Section 1012.34(3)(a)1.c.

⁵⁴ Section 1012.34(3)(a)2., F.S.

⁵⁵ *Id.*

⁵⁶ *Id.*

⁵⁷ Section 1012.34(3)(a)3., F.S.

Professional and Job Responsibilities

The professional and job responsibilities component of an evaluation must include additional professional and job responsibilities as adopted in SBE rule.⁵⁸ District school boards may identify professional and job responsibilities in addition to those identified by the SBE.⁵⁹

Statewide Public School Accountability System

Florida's school grading system was created in 1999 as a part of substantial changes to the state's school improvement and accountability system.⁶⁰ The law designated school grade categories and specified the metrics used to measure school performance.⁶¹ School improvement ratings were also established in 1999⁶² as another measure of school accountability for schools that meet specified criteria.⁶³

School Grades

The measure of school accountability is the school grade.⁶⁴ The following letter grades are used to designate school performance:⁶⁵

- "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.

The basic school grade model used for elementary, middle, and high schools is based upon the percentage of total possible points earned by a school for student achievement scores on specified statewide, standardized assessments; student learning gains on statewide, standardized English Language Arts and mathematics assessments; and the improvement of the lowest 25 percent of students in the school in reading and mathematics.⁶⁶ School grades for middle schools and high schools are additionally customized as follows:

- School grades for middle schools include an additional component measuring the percentage of students passing high school level EOC assessments or attaining national industry certifications.⁶⁷
- High school grades are calculated by also including a school's four-year graduation rate and the percentage of the school's students who are eligible to earn college and career credit through accelerated courses or who attain national industry certifications.⁶⁸

⁵⁸ Section 1012.34(3)(a)4., F.S.

⁵⁹ Section 1012.34(3)(a)4., F.S.

⁶⁰ Section 7 of chapter 99-398, L.O.F., *codified in s. 229.57, F.S., subsequently repealed by s. 378, ch. 2002-387, L.O.F., and codified in s. 1008.34, F.S.*

⁶¹ *Id.*

⁶² Section 7, ch. 99-398, L.O.F.

⁶³ Section 1008.341, F.S.

⁶⁴ Rule 6A-1.09981(3), F.A.C.

⁶⁵ Section 1008.34(2), F.S.; Rule 6A-1.09981(6)(a), F.A.C.

⁶⁶ Section 1008.34(3)(b)1., F.S.

⁶⁷ Section 1008.34(3)(b)i., F.S. The industry certifications must be identified in the Industry Certification Funding List adopted by the State Board of Education. *Id.*

⁶⁸ Section 1008.34(3)(b)2., F.S.

The procedure for calculating the school grade and the scale used to determine a school grade are specified in SBE rule.⁶⁹

School Improvement Ratings

School improvement ratings are indicators of whether the performance of an alternative school that provides dropouts prevention and academic intervention services has improved, remained the same, or declined compared to the prior year, based on student learning gains on statewide standardized assessments.⁷⁰ Alternative schools and ESE centers may choose to receive a school improvement rating instead of a school grade.⁷¹ An alternative school that earns a school improvement rating receives one of the following ratings:⁷²

- “Commendable” – a significant percentage of the students attending the school are making learning gains;
- “Maintaining” – a sufficient percentage of the students attending the school are making learning gains; or
- “Unsatisfactory” – students attending are making less academic progress at the alternative school than when the students were served in their home schools.

School improvement ratings are based on the following two components:⁷³

- The percentage of eligible students who make learning gains in English Language Arts, as measured by statewide, standardized assessments; and
- The percentage of eligible students who make learning gains in mathematics, as measured by statewide, standardized assessments.

2014-2015 Transition Year

The 2013-2014 school year was the final year student performance results on statewide, standardized reading, writing, and mathematics assessments (aligned to an earlier set of academic standards)⁷⁴ were used to calculate school grades, school improvement ratings, and districts grades and evaluate public education personnel.⁷⁵

On February 18, 2014, the SBE adopted new state standards, called the Florida Standards, for English Language Arts and mathematics.⁷⁶ Through a competitive bid process, on March 17, 2014, the commissioner announced the selection of the American Institutes for Research to develop the statewide, standardized English Language Arts and mathematics assessments aligned

⁶⁹ Section 1008.34(3)(c)1., F.S.

⁷⁰ See s. 1008.341(2), F.S.; Rule 6A-1.099822(5)(b), F.A.C.

⁷¹ Sections 1008.341(2) and 1008.3415(1), F.S.

⁷² *Id.*

⁷³ Section 1008.341(3)(a) and (b), F.S.

⁷⁴ Statewide assessments include FCAT writing, FCAT 2.0, and end of course (EOC) assessments. See Section 1008.22, F.S.

⁷⁵ Florida Department of Education, *Just for Parents* (June/July 2014), available at <http://www.fldoe.org/core/fileparse.php/7743/urlt/0078176-junejuly.pdf>.

⁷⁶ Florida State Board of Education, *Minutes of February 18, 2014*, available at <http://www.fldoe.org/core/fileparse.php/5444/urlt/0074998-minutes.pdf>.

to the Florida Standards.⁷⁷ The new English Language Arts and mathematics assessments are being administered for the first time during the 2014-2015 school year.⁷⁸

To facilitate Florida's transition to the Florida Standards and associated assessments, the 2014 Legislature established the 2014-2015 school year as an informational baseline year for schools to work toward improved performance in future years.⁷⁹ The results of statewide, standardized assessments, including the Florida Standards assessments, administered in the spring of 2015 will be used to calculate school grades and school improvement ratings; however, schools will be held harmless and insulated from any penalty or reclassification that would otherwise result from the school's 2014-2015 grade.⁸⁰ Consequently, a school will not be required to select an implement a turnaround option in the 2015-2016 school year based on the school's 2014-2015 grade or school improvement rating.⁸¹ Schools, based on grades calculated during the transition year, will be eligible to receive school recognition funds based on their performance.⁸²

III. Effect of Proposed Changes:

This bill impacts statutory accountability provisions related to the state's public school student assessment program, the educator performance evaluation system, and the statewide public school accountability system.

The bill maintains the statutorily provided 2014-2015 school year transition to the Florida Standards Assessments, including the suspension of negative consequences associated with school grades and school improvement ratings. Specifically, the bill makes the following adjustments to student assessment, performance evaluation requirements and school accountability.

Student Assessments

The bill:

- Reduces the number of statutorily-required assessments by eliminating the current requirement that a school district administer a local assessment for each course that is not assessed by a statewide, standardized assessment.
- Reduces the total time devoted to testing by adding a provision limiting the amount of time for test administration by limiting to no more than 5 percent of total school hours per student, per year, during a school year that a student can be required to take state-required and locally-required tests.⁸³

⁷⁷ Florida Department of Education, *With Students as Top Priority, Florida Chooses Replacement for FCAT*, Press Release (Mar. 17, 2014).

⁷⁸ Department of Education, *Florida Standards Assessments Information for Families*, available at <http://www.fsassessments.org/wp-content/uploads/2014/09/Florida-Family-Brochure-v6-2.pdf>.

⁷⁹ Section 1008.34(7), F.S.

⁸⁰ Section 1, ch. 2014-23, L.O.F.

⁸¹ *Id.*

⁸² *Id.*

⁸³ Instruction in a standard school for a full time student consists of at least 900 net hours for a student in grades 4-12, and 720 net hours for a student in kindergarten through grade 3. Section 1011.61(1)(a)1., F.S. The 5% testing limit thus equals 45 hours for grades 4-12 and 36 hours for kindergarten through grade 3.

- Exemptions are allowed to the 5 percent testing limit as follows: a parent may consent to additional assessments, students may take certain assessments, for use as end-of-course assessments⁸⁴ or to demonstrate college readiness,⁸⁵ and for a student with test accommodations via an Individual Education Plan (IEP) or English Language Learner (ELL) plan.⁸⁶
- Provides for timely information to teachers and parents by adding in law a provision requiring school districts to make student performance results on district-required local assessment available to the student’s teachers and parents within 30 days of test administration.⁸⁷
- Amends current law regarding mandatory assessments and progress monitoring by:
 - Removing the requirement to take the grade 11 Florida Standards Assessment (FSA) for English Language Arts.
 - Removing the grade 11 FSA for English Language Arts as a requirement to earn a scholar designation on a student’s standard high school diploma.
 - Adding a requirement prohibiting administration of a local assessment if a statewide, standardized assessment is administered for the subject or grade level.
 - Removing the administration of the common placement test (e.g., Postsecondary Education Readiness Test or PERT) as a requirement in high school and makes the administration optional at the request of parents, adding authority for districts to administer SAT, ACT, or other alternative assessments, and removing the requirement for remedial instruction.⁸⁸
 - Removing the requirement for progress monitoring except for students performing at level 1 and level 2.
- Adds a new requirement for the State Board of Education (SBE) to adopt in rule a notification form that districts must use to inform parents about third grade retention and mid-year promotion and high school graduation requirements and available options.⁸⁹

⁸⁴ “The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the Industry Certification Funding List, for use as EOC assessments.” Section 1008.22(3)(b)4., F.S.

⁸⁵ Students may take the Florida Postsecondary Education Readiness Test (PERT), Accuplacer, SAT, or Enhanced ACT to demonstrate readiness to perform college-level work. Rule 6A-10.0315, F.A.C.

⁸⁶ The 5% testing limit does not interfere with a student’s ability to take AP, IB, AICE, dual enrollment, industry certification, AAT and ACT assessments.

⁸⁷ There is no requirement in state law for a school district to provide results of such assessments to teachers, students or parents within a certain time frame.

⁸⁸ One result of the state’s performance accountability system is a requirement that high school students who score Level 1 or 2 to complete an intensive remedial course the following year. Section 1002.4282(5)(a), F.S. Another result is a requirement that students who score less than Level 3 on the English Language Arts or Mathematics assessments to undergo progress monitoring. Section 1008.25, F.S.

⁸⁹ State law identifies grade 3 retention and midyear promotion requirements, and high school graduation requirements; however, it does not specifically require the Department of Education – either annually or contemporaneously with the provision of assessments results – to notify parents and students of such requirements in a clear and effective manner that is easily understood.

Performance Evaluation Requirements

The bill:

- Retains the ability for teachers and school administrators to receive performance pay adjustments, if they choose to have the student performance component of their performance evaluation based on a statewide or other standardized assessment, industry certification assessment, or a district-developed or selected assessment.
- Modifies the student performance component of teacher performance evaluations by lowering the component from at least 50 percent to at least 33 percent of a teacher's total performance evaluation, adding a requirement that the instructional practice component constitute at least 33 percent of a teacher's total performance evaluation, and adding a requirement that the professional and job responsibilities component constitute no more than 33 percent of a teacher's total performance evaluation.
- Adds a new requirement that administrative personnel conduct multiple observations for the instructional practice component of a teacher's performance evaluation.⁹⁰
- Authorizes the professional and job responsibilities component of a teacher's performance evaluation to utilize peer reviews.⁹¹

School Accountability

The bill creates, for schools and school districts that experience technical implementation issues during the 2014-2015 school year assessment, a one-time option for superintendents, with a majority vote of the district school board, to adopt a corrective action plan and seek approval from the State Board of Education to use the 2014-2015 school year test results for diagnostic and baseline purposes only.⁹² If approved, the school district forfeits designation as an academically-high performing school district, if applicable, and the school forfeits school recognition funding.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

⁹⁰Current law permits only one observation of a classroom teacher, multiple observations are not required. Section 1012.34(3)(a)2., F.S.

⁹¹ Current law does not specifically authorize peer reviews to be utilized as part of the professional and job responsibilities evaluation component. Section 1012.34(3)(a)4., F.S.

⁹² Superintendents must annually certify certain readiness for state assessments. Florida Department of Education, *2014-2015 Computer-Based Assessment Certification Process*, available at <http://info.fldoe.org/docushare/dsweb/Get/Document-7126/dps-2014-122.pdf>. For the certification for the Spring 2015 Computer-Based Testing for the Florida Standards Assessment: 16 superintendents' certification forms contained an addendum, 19 superintendents requested an extension of time to file the certification, and 27 superintendents submitted the certification. E-mail, Florida Department of Education (February 16, 2016), on file Committee on Education Pre-K-12 staff.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The provisions of CS/SB 616 which eliminate mandatory statewide assessments should result in a cost savings for the state. Based on information provided by the Department of Education, the elimination of the Grade 11 Florida Standards Assessment for English Language Arts should reduce state assessment costs by approximately \$1.5 million. By making the Postsecondary Education Readiness Test optional, rather than mandatory, the state assessment costs are projected to decrease by approximately \$200,000. In addition, school districts may experience a reduction in costs as a result of the reduction in local student assessments.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.03, 1003.4282, 1003.4285, 1008.22, 1008.25, 1008.30, 1008.34, 1012.22, 1012.34, and 1012.3401.

This bill creates an undesignated section of the Florida law.

IX. Additional Information:

- A. Committee Substitute – Statement of Substantial Changes:
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Pre-K-12 on March 4, 2015:

The committee substitute makes the following changes to SB 616:

Student Assessments

- Clarifies that the 5 percent testing limit is per student per school year.
- Clarifies an exception to the five percent testing limit, so that students may take assessments associated with acceleration mechanisms and industry certifications and assessments to demonstrate college readiness.
- Adds an additional exception to the five percent testing limit by exempting test times associated with student Individual Education Plan (IEP) or English Language Learner (ELL) plan accommodations.
- Adds new requirement for districts to make student performance results on district-required local assessment available to the student's teachers and parents within 30 days of test administration.
- Adds a new requirement for the State Board of Education (SBE) to adopt in rule a notification form that districts must use to inform parents about third grade retention and mid-year promotion and high school graduation requirements and available options.
- Requires OPPAGA to conduct a year-long study, beginning no later than August 1, 2015, to assess the cost-effectiveness of the Department of Education leasing examination questions from American Institute for Research compares with using questions from an existing examination, and reporting the results to the President of the Senate and Speaker of the House of Representatives no later than December 1, 2016.

Performance Evaluation Requirements

- Modifies the student performance component of teacher performance evaluations by lowering the component from at least 40 percent to at least 33 percent of a teacher's total performance evaluation, increasing the instructional practice component from at least 30 percent to at least 33 percent, and increasing the professional and job responsibilities component percentage from no more than 30 percent to no more than 33 percent.
- Adds a new requirement that the instructional practice component of a teacher's performance evaluation have multiple observations by administrative personnel.
- Authorizes a new requirement that the professional and job responsibilities component of a teacher's performance evaluation to utilize peer reviews.

School Accountability

- Retains provision creating the one-time, district contingency option for the 2014-2015 school year with the following modifications:
 - Changes, from supermajority to majority vote of school board, the requirement to pursue SBE approval to pursue a waiver.
 - Limits the reason a district is authorized to request a waiver from any implementation failure to only a technical implementation failure.

Clarifies that a school board must adopt the corrective action plan submitted along with the district's waiver request to the SBE.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.



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LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Legg, Montford, and Gaetz) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Subsection (18) is added to section 1001.03,
Florida Statutes, to read:

1001.03 Specific powers of State Board of Education.—

(18) PUBLICATION OF GRADE 3 RETENTION AND MIDYEAR PROMOTION
AND HIGH SCHOOL GRADUATION REQUIREMENTS AND OPTIONS.—The State
Board of Education shall adopt by rule:



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11 (a) A notification form that clearly identifies for parents
12 and students the grade 3 retention and midyear promotion
13 requirements, processes, and options, as well as the high school
14 graduation requirements, processes, and options. The rule must
15 require school districts to publish this notification form on
16 their websites and include the form in annual student handbooks.

17 (b) A requirement that school districts attach the
18 notification form when providing student performance results to
19 parents on statewide, standardized assessments administered
20 pursuant to ss. 1002.69, 1003.56, and 1008.22.

21 Section 2. Paragraphs (a), (d), and (h) of subsection (3)
22 and subsection (6) of section 1008.22, Florida Statutes, are
23 amended to read:

24 1008.22 Student assessment program for public schools.—

25 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
26 Commissioner of Education shall design and implement a
27 statewide, standardized assessment program aligned to the core
28 curricular content established in the Next Generation Sunshine
29 State Standards. The commissioner also must develop or select
30 and implement a common battery of assessment tools that will be
31 used in all juvenile justice education programs in the state.
32 These tools must accurately measure the core curricular content
33 established in the Next Generation Sunshine State Standards.
34 Participation in the assessment program is mandatory for all
35 school districts and all students attending public schools,
36 including adult students seeking a standard high school diploma
37 under s. 1003.4282 and students in Department of Juvenile
38 Justice education programs, except as otherwise provided by law.
39 If a student does not participate in the assessment program, the



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40 school district must notify the student's parent and provide the
41 parent with information regarding the implications of such
42 nonparticipation. The statewide, standardized assessment program
43 shall be designed and implemented as follows:

44 (a) *Statewide, standardized comprehensive assessments.*—The
45 statewide, standardized Reading assessment shall be administered
46 annually in grades 3 through 10. The statewide, standardized
47 Writing assessment shall be administered annually at least once
48 at the elementary, middle, and high school levels. When the
49 Reading and Writing assessments are replaced by English Language
50 Arts (ELA) assessments, ELA assessments shall be administered to
51 students in grades 3 through 10 ~~11~~. Retake opportunities for the
52 grade 10 Reading assessment or, upon implementation, the grade
53 10 ELA assessment must be provided. Students taking the ELA
54 assessments shall not take the statewide, standardized
55 assessments in Reading or Writing. ELA assessments shall be
56 administered online. The statewide, standardized Mathematics
57 assessments shall be administered annually in grades 3 through
58 8. Students taking a revised Mathematics assessment shall not
59 take the discontinued assessment. The statewide, standardized
60 Science assessment shall be administered annually at least once
61 at the elementary and middle grades levels. In order to earn a
62 standard high school diploma, a student who has not earned a
63 passing score on the grade 10 Reading assessment or, upon
64 implementation, the grade 10 ELA assessment must earn a passing
65 score on the assessment retake or earn a concordant score as
66 authorized under subsection (7).

67 (d) *Implementation schedule.*—

68 1. The Commissioner of Education shall establish and



69 publish on the department's website an implementation schedule
70 to transition from the statewide, standardized Reading and
71 Writing assessments to the ELA assessments and to the revised
72 Mathematics assessments, including the Algebra I and Geometry
73 EOC assessments. The schedule must take into consideration
74 funding, sufficient field and baseline data, access to
75 assessments, instructional alignment, and school district
76 readiness to administer the assessments online. All such
77 assessments must be delivered through computer-based testing.
78 However, the following assessments must be delivered in a
79 computer-based format, as follows: the grade 3 ELA assessment
80 beginning in the 2017-2018 school year; the grade 3 mathematics
81 assessment beginning in the 2016-2017 school year; the grade 4
82 ELA assessment beginning in the 2015-2016 school year; and the
83 grade 4 Mathematics assessment beginning in the 2016-2017 school
84 year. Paper-based administrations of assessments must, at a
85 minimum, include paper-based accommodations available for
86 eligible students whose IEPs or Section 504 plans indicate a
87 need for a paper-based format.

88 2. The Department of Education shall publish minimum and
89 recommended technology requirements that include specifications
90 for hardware, software, networking, security, and broadband
91 capacity to facilitate school district compliance with the
92 requirement that assessments be administered online.

93 (h) *Contracts for assessments.*—

94 1. The commissioner shall provide for the assessments to be
95 developed or obtained, as appropriate, through contracts and
96 project agreements with private vendors, public vendors, public
97 agencies, postsecondary educational institutions, or school



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98 districts. The commissioner may enter into contracts for the
99 continued administration of the assessments authorized and
100 funded by the Legislature. Contracts may be initiated in 1
101 fiscal year and continue into the next fiscal year and may be
102 paid from the appropriations of either or both fiscal years. The
103 commissioner may negotiate for the sale or lease of tests,
104 scoring protocols, test scoring services, and related materials
105 developed pursuant to law.

106 2. A student's performance results on statewide,
107 standardized comprehensive assessments, EOC assessments, and
108 Florida Alternate Assessments administered pursuant to this
109 subsection must be provided to the student's teachers and
110 parents within 30 days after administering such assessments.
111 This subparagraph does not apply to existing contracts for such
112 assessments, but shall apply to new contracts and any renewal of
113 existing contracts for such assessments.

114 3. If liquidated damages are applicable, the department
115 shall collect and distribute liquidated damages that are due in
116 response to the administration of the spring 2015 computer-based
117 assessments of the department's Florida Standards Assessment
118 contract with American Institutes for Research, to school
119 districts as determined by the Legislature.

120 (6) LOCAL ASSESSMENTS.—

121 (a) Measurement of student performance ~~in all subjects and~~
122 ~~grade levels~~, except in those subjects and grade levels measured
123 under the statewide, standardized assessment program described
124 in this section, is the responsibility of the school districts.
125 However, a school district may not administer an additional,
126 cumulative final local assessment for a course measured under a



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127 statewide, standardized end-of-course assessment. A school
128 district must provide a student's performance results on
129 district-required local assessments to the student's teachers
130 and parents within 30 days after administering such assessments.

131 ~~(b) Except for those subjects and grade levels measured~~
132 ~~under the statewide, standardized assessment program, beginning~~
133 ~~with the 2014-2015 school year, each school district shall~~
134 ~~administer for each course offered in the district a local~~
135 ~~assessment that measures student mastery of course content at~~
136 ~~the necessary level of rigor for the course. As adopted pursuant~~
137 ~~to State Board of Education rule, course content is set forth in~~
138 ~~the state standards required by s. 1003.41 and in the course~~
139 ~~description. Local assessments may include:~~

140 ~~1. Statewide assessments.~~

141 ~~2. Other standardized assessments, including nationally~~
142 ~~recognized standardized assessments.~~

143 ~~3. Industry certification assessments.~~

144 ~~4. District-developed or district-selected end-of-course~~
145 ~~assessments.~~

146 ~~5. Teacher-selected or principal-selected assessments.~~

147 ~~(c) Each district school board must adopt policies for~~
148 ~~selection, development, administration, and scoring of local~~
149 ~~assessments and for collection of assessment results. Local~~
150 ~~assessments implemented under subparagraphs (b) 4. and 5. may~~
151 ~~include a variety of assessment formats, including, but not~~
152 ~~limited to, project-based assessments, adjudicated performances,~~
153 ~~and practical application assignments. For all English Language~~
154 ~~Arts, mathematics, science, and social studies courses offered~~
155 ~~in the district that are used to meet graduation requirements~~



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156 ~~under s. 1002.3105, s. 1003.4281, or s. 1003.4282 and that are~~
157 ~~not otherwise assessed by statewide, standardized assessments,~~
158 ~~the district school board must select the assessments described~~
159 ~~in subparagraphs (b)1.-4.~~

160 ~~(d)~~ The Commissioner of Education shall identify methods to
161 assist and support districts in the development and acquisition
162 of local assessments ~~required under this subsection~~. Methods may
163 include developing item banks, facilitating the sharing of
164 developed tests among school districts, acquiring assessments
165 from state and national curriculum-area organizations, and
166 providing technical assistance in best professional practices of
167 test development based upon state-adopted curriculum standards,
168 administration, and security.

169 ~~(c)~~~~(e)~~ Each school district shall establish schedules for
170 the administration of any district-required local ~~district-~~
171 ~~mandated~~ assessment and approve the schedules as an agenda item
172 at a district school board meeting. A school district may not
173 schedule more than 5 percent of a student's total school hours
174 in a school year to administer statewide, standardized
175 assessments and district-required local assessments. The
176 district must secure written consent from a student's parent
177 before administering district-required local assessments that,
178 after applicable statewide, standardized assessments are
179 scheduled, exceed the 5 percent test administration limit for
180 that student under this paragraph. The 5 percent test
181 administration limit for a student under this paragraph may be
182 exceeded as needed to provide test accommodations that are
183 required by an IEP or are appropriate for an English language
184 learner who is currently receiving services in a program



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185 operated in accordance with an approved English language learner
186 district plan pursuant to s. 1003.56. Notwithstanding this
187 paragraph, a student may choose within a school year to take an
188 examination or assessment adopted by State Board of Education
189 rule pursuant to this section and ss. 1007.27, 1008.30, and
190 1008.44. The school district shall ~~adopt its~~ ~~publish the~~ testing
191 schedule for statewide, standardized assessments and district
192 required local assessments ~~schedules on its website~~, clearly
193 specifying the estimates of average time for administering such
194 assessment by grade level. The district shall publish on its
195 website ~~district-mandated assessments~~, and report the schedules
196 to the Department of Education, in a format prescribed by the
197 department, by October 1 of each year.

198 Section 3. Subsection (3) of section 1008.24, Florida
199 Statutes, is amended to read:

200 1008.24 Test administration and security; public records
201 exemption.—

202 (3) (a) A school district may contract with qualified
203 contractors to administer and proctor statewide, standardized
204 assessments required under s. 1008.22 or assessments associated
205 with Florida approved courses under s. 1003.499, as approved by
206 the Department of Education in accordance with rules of the
207 State Board of Education. Assessments may be administered or
208 proctored by qualified contractors at sites that meet criteria
209 established by rules of the State Board of Education and adopted
210 pursuant to ss. 120.536(1) and 120.54 to implement the
211 contracting requirements of this subsection.

212 (b) A school district may use district employees, such as
213 education paraprofessionals as described in s. 1012.37, to



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214 administer and proctor statewide, standardized assessments
215 required under s. 1008.22 or assessments associated with Florida
216 approved courses under s. 1003.499, in accordance with this
217 section and related rules adopted by the State Board of
218 Education. The rules must establish training requirements that
219 must be successfully completed by district employees prior to
220 the employees performing duties pursuant this paragraph.

221 Section 4. Paragraph (b) of subsection (2), subsections (3)
222 and (4), paragraphs (a) and (c) of subsection (5), and paragraph
223 (a) of subsection (8) of section 1008.25, Florida Statutes, are
224 amended to read:

225 1008.25 Public school student progression; remedial
226 instruction; reporting requirements.—

227 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
228 school board shall establish a comprehensive plan for student
229 progression which must:

230 (b) Identify the ~~Provide~~ specific levels of performance in
231 reading, writing, science, and mathematics for each grade level,
232 ~~including the levels of performance on the~~ statewide,
233 standardized assessments required by s. 1008.22 as defined by
234 ~~the commissioner,~~ below which a student, pursuant to subsection
235 (4), must receive remediation or be retained within an intensive
236 program that is different from the previous year's program and
237 that takes into account the student's learning style.

238 (3) ALLOCATION OF RESOURCES.—District school boards shall
239 allocate remedial and supplemental instruction resources to
240 students in the following priority:

241 (a) Students who are deficient in reading by the end of
242 grade 3.



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243 (b) Students who fail to meet performance levels required
244 for promotion consistent with the district school board's plan
245 for student progression ~~required in paragraph (2) (b)~~.

246 (4) ASSESSMENT AND REMEDIATION.—

247 (a) Each student must participate in the statewide,
248 standardized assessment program required by s. 1008.22. Each
249 student who ~~does not meet specific levels of performance on the~~
250 ~~required assessments as determined by the district school board~~
251 ~~or who~~ scores below Level 3 on the statewide, standardized
252 Reading assessment or, upon implementation, the English Language
253 Arts assessment or on the statewide, standardized Mathematics
254 assessments in grades 3 through 8 and the Algebra I EOC
255 assessment must be provided with additional diagnostic
256 assessments to determine the nature of the student's difficulty,
257 the areas of academic need, and strategies for appropriate
258 intervention and instruction as described in paragraph (b).

259 (b) The school in which the student is enrolled must
260 develop, in consultation with the student's parent, and must
261 implement a progress monitoring plan. A progress monitoring plan
262 is intended to provide the school district and the school
263 flexibility in meeting the academic needs of the student and to
264 reduce paperwork. A student who is not meeting the ~~school~~
265 ~~district or~~ state requirements for proficiency in reading and
266 mathematics shall be covered by one of the following plans to
267 target instruction and identify ways to improve his or her
268 academic achievement:

269 1. A federally required student plan such as an individual
270 education plan;

271 ~~2. A schoolwide system of progress monitoring for all~~



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272 ~~students,~~ or

273 2.3. An individualized progress monitoring plan.

274

275 The plan chosen must be designed to assist the student ~~or the~~
276 ~~school~~ in meeting state ~~and district~~ expectations for
277 proficiency. If the student has been identified as having a
278 deficiency in reading, the K-12 comprehensive reading plan
279 required by s. 1011.62(9) shall include instructional and
280 support services to be provided to meet the desired levels of
281 performance. District school boards may require low-performing
282 students to attend remediation programs held before or after
283 regular school hours or during the summer if transportation is
284 provided.

285 (c) Upon subsequent evaluation, if the documented
286 deficiency has not been remediated, the student may be retained.
287 Each student who does not meet the minimum performance
288 expectations identified in paragraph (2) (b) ~~defined by the~~
289 ~~Commissioner of Education for the statewide assessment tests in~~
290 ~~reading, writing, science, and mathematics~~ must continue to be
291 provided with remedial or supplemental instruction until the
292 expectations are met or the student graduates from high school
293 or is not subject to compulsory school attendance.

294 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

295 (a) Any student who exhibits a substantial deficiency in
296 reading, based upon ~~locally determined or~~ statewide assessments
297 conducted in kindergarten or grade 1, grade 2, or grade 3, such
298 as the statewide kindergarten screening administered under s.
299 1002.69 and subsequent related reading readiness screening ~~or~~
300 ~~through teacher observations,~~ must be given intensive reading



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301 instruction immediately following the identification of the
302 reading deficiency. The student's reading proficiency must be
303 reassessed ~~by locally determined assessments or through teacher~~
304 ~~observations at the beginning of the grade following the~~
305 ~~intensive reading instruction~~. The student must continue to be
306 provided with intensive reading instruction until the reading
307 deficiency is remedied.

308 (c) The parent of any student who exhibits a substantial
309 deficiency in reading, as described in paragraph (a), must be
310 notified in writing of the following:

311 1. That his or her child has been identified as having a
312 substantial deficiency in reading.

313 2. A description of the current services that are provided
314 to the child.

315 3. A description of the proposed supplemental instructional
316 services and supports that will be provided to the child that
317 are designed to remediate the identified area of reading
318 deficiency.

319 4. That if the child's reading deficiency is not remediated
320 by the end of grade 3, the child must be retained unless he or
321 she is exempt from mandatory retention for good cause.

322 5. Strategies for parents to use in helping their child
323 succeed in reading proficiency.

324 6. That the statewide, standardized assessment required
325 under s. 1008.22 ~~Florida Comprehensive Assessment Test (FCAT)~~ is
326 not the sole determiner of promotion and that additional
327 evaluations, portfolio reviews, and assessments are available to
328 the child to assist parents and the school district in knowing
329 when a child is reading at or above grade level and ready for



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330 grade promotion.

331 7. The district's specific criteria and policies for a
332 portfolio as provided in subparagraph (6)(b)4. and the evidence
333 required for a student to demonstrate mastery of Florida's
334 academic standards for English Language Arts. A parent of a
335 student in grade 3 who is identified anytime during the year as
336 being at risk of retention may request that the school
337 immediately begin collecting evidence for a portfolio.

338 8. The district's specific criteria and policies for
339 midyear promotion. Midyear promotion means promotion of a
340 retained student at any time during the year of retention once
341 the student has demonstrated ability to read at grade level.

342 (8) ANNUAL REPORT.—

343 (a) In addition to the requirements in paragraph (5)(b),
344 each district school board must annually report to the parent of
345 each student the progress of the student toward achieving state
346 ~~and district~~ expectations for proficiency in reading, writing,
347 science, and mathematics. The district school board must report
348 to the parent the student's results on each statewide assessment
349 test. The evaluation of each student's progress must be based
350 upon the student's classroom work, observations, tests, district
351 and state assessments, and other relevant information. Progress
352 reporting must be provided to the parent in writing in a format
353 adopted by the district school board.

354 Section 5. Subsections (1) and (3) of section 1008.30,
355 Florida Statutes, are amended to read:

356 1008.30 Common placement testing for public postsecondary
357 education.—

358 (1) The State Board of Education, in conjunction with the



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359 Board of Governors, shall develop and implement a common
360 placement test for the purpose of assessing the basic
361 computation and communication skills of students who intend to
362 enter a degree program at any public postsecondary educational
363 institution. Alternative assessments, such as the SAT, the ACT,
364 and other assessments identified by rule, that may be accepted
365 in lieu of the common placement test ~~shall also be identified in~~
366 ~~rule~~. Public postsecondary educational institutions shall
367 provide appropriate modifications of the test instruments or
368 test procedures for students with disabilities.

369 (3) The State Board of Education shall adopt rules that
370 authorize require high schools, at the request of a parent, to
371 evaluate before the beginning of grade 12 the college readiness
372 of a each student who scores Level 2 or Level 3 on grade 10 FCAT
373 Reading or the English Language Arts assessment under s.
374 1008.22, as applicable, or Level 2, Level 3, or Level 4 on the
375 Algebra I assessment under s. 1008.22. High schools may shall
376 perform this evaluation using results from the corresponding
377 component of the common placement test prescribed in this
378 section, or an alternative test identified by the State Board of
379 Education, such as the SAT, the ACT, and other assessments
380 identified by rule. The high school shall use the results of the
381 test to advise the students of any identified deficiencies and
382 to recommend provide 12th grade students, and require them to
383 ~~complete,~~ appropriate postsecondary preparatory instruction
384 before high school graduation as an option to grade 12 students.
385 The curriculum provided under this subsection shall be
386 identified in rule by the State Board of Education and encompass
387 Florida's Postsecondary Readiness Competencies. Other elective



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388 courses may not be substituted for the selected postsecondary
389 mathematics, reading, writing, or English Language Arts
390 preparatory course unless the elective course covers the same
391 competencies included in the postsecondary mathematics, reading,
392 writing, or English Language Arts preparatory course.

393 Section 6. Subsection (7) of section 1008.34, Florida
394 Statutes, is amended to read:

395 1008.34 School grading system; school report cards;
396 district grade.—

397 (7) TRANSITION.—School grades pursuant to this section and
398 school improvement ratings pursuant to s. 1008.341 for the 2013-
399 2014 school year shall be calculated based on statutes and rules
400 in effect on June 30, 2014. To assist in the transition to 2014-
401 2015 school grades and school improvement ratings, calculated
402 based on new statewide, standardized assessments administered
403 pursuant to s. 1008.22, the 2014-2015 school grades and school
404 improvement ratings shall serve as an informational baseline for
405 schools to work toward improved performance in future years.
406 Accordingly, notwithstanding any other provision of law:

407 (a) A school may not be required to select and implement a
408 turnaround option pursuant to s. 1008.33 in the 2015-2016 school
409 year based on the school's 2014-2015 grade or school improvement
410 rating under s. 1008.341, as applicable. The benefits of s.
411 1008.33(4)(c), relating to a school being released from
412 implementation of the turnaround option, and s. 1008.33(4)(d),
413 relating to a school implementing strategies identified in its
414 school improvement plan, apply to a school using turnaround
415 options pursuant to s. 1008.33 which improves at least one
416 letter grade during the 2014-2015 school year.



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417 (b)1. A school or approved provider under s. 1002.45 which
418 ~~that~~ receives the same or a lower school grade or school
419 improvement rating for the 2014-2015 school year compared to the
420 2013-2014 school year is not subject to sanctions or penalties
421 that would otherwise occur as a result of the 2014-2015 school
422 grade or rating. A charter school system or a school district
423 designated as high performing may not lose the designation based
424 on the 2014-2015 school grades of any of the schools within the
425 charter school system or school district, as applicable.

426 2. The Florida School Recognition Program established under
427 s. 1008.36 shall continue to be implemented as otherwise
428 provided in the General Appropriations Act.

429 (c) For purposes of determining grade 3 retention pursuant
430 to s. 1008.25(5) and high school graduation pursuant to s.
431 1003.4282, student performance on the 2014-2015 statewide,
432 standardized assessments shall be linked to 2013-2014 student
433 performance expectations.

434

435 This subsection is repealed July 1, 2017.

436 Section 7. Paragraphs (b) and (c) of subsection (1),
437 paragraphs (a), (b), and (c) of subsection (3), and subsections
438 (6), (7), (8), and (10) of section 1012.34, Florida Statutes,
439 are amended to read:

440 1012.34 Personnel evaluation procedures and criteria.—

441 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

442 (b) The department must approve each school district's
443 instructional personnel and school administrator evaluation
444 systems. The department shall monitor each district's
445 implementation of its instructional personnel and school



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446 administrator evaluation systems for compliance with the
447 requirements of this section and ~~s. 1012.3401~~.

448 (c) Annually, by December 1, the Commissioner of Education
449 shall report to the Governor, the President of the Senate, and
450 the Speaker of the House of Representatives the approval and
451 implementation status of each school district's instructional
452 personnel and school administrator evaluation systems. The
453 report shall include:

454 1. Performance evaluation results for the prior school year
455 for instructional personnel and school administrators using the
456 four levels of performance specified in paragraph (2) (e). The
457 performance evaluation results for instructional personnel shall
458 be disaggregated by classroom teachers, as defined in s.
459 1012.01(2) (a), excluding substitute teachers, and all other
460 instructional personnel, as defined in s. 1012.01(2) (b)-(d).

461 2. An analysis that compares performance evaluation results
462 calculated by each school district to indicators of performance
463 calculated by the department using the standards for performance
464 levels adopted by the state board under subsection (8).

465 ~~3. The commissioner shall include in the report Each~~
466 ~~district's performance-level standards established under~~
467 ~~subsection (7), a comparative analysis of the district's~~
468 ~~student academic performance results and evaluation results,~~

469 4. Data reported under s. 1012.341, and the status of any
470 evaluation system revisions requested by a school district
471 pursuant to subsection (6).

472 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
473 personnel and school administrator performance evaluations must
474 be based upon the performance of students assigned to their



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475 classrooms or schools, as provided in this section. Pursuant to
476 this section, a school district's performance evaluation is not
477 limited to basing unsatisfactory performance of instructional
478 personnel and school administrators solely upon student
479 performance, but may include other criteria approved to evaluate
480 instructional personnel and school administrators' performance,
481 or any combination of student performance and other approved
482 criteria. Evaluation procedures and criteria must comply with,
483 but are not limited to, the following:

484 (a) A performance evaluation must be conducted for each
485 employee at least once a year, except that a classroom teacher,
486 as defined in s. 1012.01(2) (a), excluding substitute teachers,
487 who is newly hired by the district school board must be observed
488 and evaluated at least twice in the first year of teaching in
489 the school district. The performance evaluation must be based
490 upon sound educational principles and contemporary research in
491 effective educational practices. The evaluation criteria must
492 include:

493 1. Performance of students.—At least 33 ~~50~~ percent of a
494 performance evaluation must be based upon data and indicators of
495 student performance in accordance with subsection (7) learning
496 ~~growth assessed annually by statewide assessments or, for~~
497 ~~subjects and grade levels not measured by statewide assessments,~~
498 ~~by school district assessments as provided in s. 1008.22(6).~~
499 ~~Each school district must use the formula adopted pursuant to~~
500 ~~paragraph (7) (a) for measuring student learning growth in all~~
501 ~~courses associated with statewide assessments and must select an~~
502 ~~equally appropriate formula for measuring student learning~~
503 ~~growth for all other grades and subjects, except as otherwise~~



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504 ~~provided in subsection (7).~~

505 ~~a. For classroom teachers, as defined in s. 1012.01(2)(a),~~
506 ~~excluding substitute teachers, the student learning growth This~~
507 ~~portion of the evaluation must include growth or achievement~~
508 ~~data of the teacher's students or, for a school administrator,~~
509 ~~the students attending the school for students assigned to the~~
510 ~~teacher over the course of at least 3 years. If less than 3~~
511 ~~years of data are available, the years for which data are~~
512 ~~available must be used. The proportion of growth or achievement~~
513 ~~data may be determined by instructional assignment and the~~
514 ~~percentage of the evaluation based upon student learning growth~~
515 ~~may be reduced to not less than 40 percent.~~

516 ~~b. For instructional personnel who are not classroom~~
517 ~~teachers, the student learning growth portion of the evaluation~~
518 ~~must include growth data on statewide assessments for students~~
519 ~~assigned to the instructional personnel over the course of at~~
520 ~~least 3 years, or may include a combination of student learning~~
521 ~~growth data and other measurable student outcomes that are~~
522 ~~specific to the assigned position, provided that the student~~
523 ~~learning growth data accounts for not less than 30 percent of~~
524 ~~the evaluation. If less than 3 years of student growth data are~~
525 ~~available, the years for which data are available must be used~~
526 ~~and the percentage of the evaluation based upon student learning~~
527 ~~growth may be reduced to not less than 20 percent.~~

528 ~~c. For school administrators, the student learning growth~~
529 ~~portion of the evaluation must include growth data for students~~
530 ~~assigned to the school over the course of at least 3 years. If~~
531 ~~less than 3 years of data are available, the years for which~~
532 ~~data are available must be used and the percentage of the~~



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533 ~~evaluation based upon student learning growth may be reduced to~~
534 ~~not less than 40 percent.~~

535 2. Instructional practice.—For instructional personnel, at
536 least 33 percent of the performance evaluation must be based
537 upon instructional practice. Evaluation criteria used when
538 annually observing classroom teachers, as defined in s.
539 1012.01(2)(a), excluding substitute teachers, must include
540 indicators based upon each of the Florida Educator Accomplished
541 Practices adopted by the State Board of Education. Observations
542 must be used by administrative personnel to evaluate the
543 performance of classroom teachers. For instructional personnel
544 who are not classroom teachers, evaluation criteria must be
545 based upon indicators of the Florida Educator Accomplished
546 Practices and may include specific job expectations related to
547 student support.

548 3. Instructional leadership.—For school administrators, at
549 least 30 percent of the performance evaluation must be based on
550 instructional leadership. Evaluation criteria for instructional
551 leadership must include indicators based upon each of the
552 leadership standards adopted by the State Board of Education
553 under s. 1012.986, including performance measures related to the
554 effectiveness of classroom teachers in the school, the
555 administrator's appropriate use of evaluation criteria and
556 procedures, recruitment and retention of effective and highly
557 effective classroom teachers, improvement in the percentage of
558 instructional personnel evaluated at the highly effective or
559 effective level, and other leadership practices that result in
560 student learning growth. The system may include a means to give
561 parents and instructional personnel an opportunity to provide



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562 input into the administrator's performance evaluation.

563 4. Other indicators of performance ~~Professional and job~~
564 ~~responsibilities.~~ For instructional personnel and school
565 administrators, no more than 33 percent of a performance
566 evaluation must include other professional and job
567 responsibilities ~~must be included~~ as recommended ~~adopted~~ by the
568 State Board of Education or identified by the district school
569 board and, for instructional personnel, peer reviews,
570 objectively reliable survey information from students and
571 parents based on teaching practices that are consistently
572 associated with higher student achievement, and other valid and
573 reliable measures of instructional practice. ~~The district school~~
574 ~~board may identify additional professional and job~~
575 ~~responsibilities.~~

576 (b) All personnel must be fully informed of the criteria,
577 data sources, methodologies and procedures associated with the
578 evaluation process before the evaluation takes place.

579 (c) The individual responsible for supervising the employee
580 must evaluate the employee's performance. The evaluation system
581 may provide for the evaluator to consider input from other
582 personnel trained under subsection (2) ~~paragraph (2)(f)~~. The
583 evaluator must submit a written report of the evaluation to the
584 district school superintendent for the purpose of reviewing the
585 employee's contract. The evaluator must submit the written
586 report to the employee no later than 10 days after the
587 evaluation takes place. The evaluator must discuss the written
588 evaluation report with the employee. The employee shall have the
589 right to initiate a written response to the evaluation, and the
590 response shall become a permanent attachment to his or her



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591 personnel file.

592 (6) ANNUAL REVIEW OF AND REVISIONS TO THE SCHOOL DISTRICT
593 EVALUATION SYSTEMS.—The district school board shall establish a
594 procedure for annually reviewing instructional personnel and
595 school administrator evaluation systems to determine compliance
596 with this section ~~and s. 1012.3401~~. All substantial revisions to
597 an approved system must be reviewed and approved by the district
598 school board before being used to evaluate instructional
599 personnel or school administrators. Upon request by a school
600 district, the department shall provide assistance in developing,
601 improving, or reviewing an evaluation system.

602 (7) MEASUREMENT OF STUDENT PERFORMANCE ~~LEARNING GROWTH~~.—

603 (a) The Commissioner of Education shall approve a formula
604 to measure individual student learning growth on the statewide,
605 standardized assessments in English Language Arts and
606 mathematics administered under s. 1008.22. The formula must take
607 into consideration each student's prior academic performance.
608 The formula must not set different expectations for student
609 learning growth based upon a student's gender, race, ethnicity,
610 or socioeconomic status. In the development of the formula, the
611 commissioner shall consider other factors such as a student's
612 attendance record, disability status, or status as an English
613 language learner. The commissioner may ~~shall~~ select additional
614 formulas to measure student performance as appropriate for the
615 remainder of the statewide, standardized assessments included
616 under s. 1008.22 and continue to select formulas as new
617 assessments are implemented in the state system. After the
618 commissioner approves the formula to measure individual student
619 learning growth, the State Board of Education shall adopt these



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620 formulas in rule.

621 (b) For courses associated with the statewide, standardized
622 assessments under s. 1008.22, each school district shall measure
623 student learning growth using the formulas approved by the
624 commissioner under paragraph (a) and the standards for
625 performance levels adopted by the state board under subsection
626 (8) for courses associated with the statewide, standardized
627 assessments administered under s. 1008.22 no later than the
628 school year immediately following the year the formula is
629 approved by the commissioner.

630 (c) For grades and subjects not assessed by statewide,
631 standardized assessments, but otherwise locally assessed
632 pursuant to s. 1008.22 (6) (c) as required under s. 1008.22 (6),
633 each school district shall measure student performance of
634 students using a methodology determined by the district.
635 However, a school district may not administer an additional,
636 final cumulative local assessment for a course measured under a
637 statewide, standardized end-of-course assessment. As provided in
638 state board rule, course content is set forth in the state
639 standards required under s. 1003.41 and in the course
640 description for the course as provided in the course code
641 directory.

642 (d) School districts shall, for all educator performance
643 evaluations and related student performance results:

644 1. Determine the data sources, methodologies and
645 proportions of student performance data used in each educator's
646 evaluation based on the educator's school, classroom, or other
647 instructional assignments; except that each school district must
648 include data and student learning growth using the formulas



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649 approved by the commissioner pursuant to paragraph (a) and the
650 standards for performance levels adopted by the state board
651 pursuant to subsection (8).

652 2. Provide that, for instructional personnel or school
653 administrator to be eligible for salary adjustment under the
654 performance salary schedule pursuant to s. 1012.22(1)(c)5.c.,
655 the student performance component of the educator's performance
656 evaluation be based on a statewide, standardized assessment
657 pursuant to s. 1008.22; a district-approved assessment; or a
658 combination of both, as applicable to the educator's
659 assignments.

660 3. Adopt, report, and provide to the public the district's
661 administration schedules for statewide assessments and local
662 assessments in compliance with timelines and requirements
663 established in s. 1008.22.

664 4. Provide parents and teachers with student performance
665 results on district-required assessments and the statewide,
666 standardized assessments within the timeframe requirements
667 established in s. 1008.22. ~~The department shall provide models~~
668 ~~for measuring performance of students which school districts may~~
669 ~~adopt.~~

670 ~~(c) For a course that is not measured by a statewide,~~
671 ~~standardized assessment, a school district may request, through~~
672 ~~the evaluation system approval process, to use a student's~~
673 ~~achievement level rather than student learning growth if~~
674 ~~achievement is demonstrated to be a more appropriate measure of~~
675 ~~classroom teacher performance. A school district may also~~
676 ~~request to use a combination of student learning growth and~~
677 ~~achievement, if appropriate.~~



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678 ~~(d) For a course that is not measured by a statewide,~~
679 ~~standardized assessment, a school district may request, through~~
680 ~~the evaluation system approval process, that the performance~~
681 ~~evaluation for the classroom teacher assigned to that course~~
682 ~~include the learning growth of his or her students on one or~~
683 ~~more statewide, standardized assessments. The request must~~
684 ~~clearly explain the rationale supporting the request.~~

685 ~~(e) For purposes of this section and only for the 2014-2015~~
686 ~~school year, a school district may use measurable learning~~
687 ~~targets on local assessments administered under s. 1008.22(6) to~~
688 ~~evaluate the performance of students portion of a classroom~~
689 ~~teacher's evaluation for courses that are not assessed by~~
690 ~~statewide, standardized assessments. Learning targets must be~~
691 ~~approved by the school principal. A district school~~
692 ~~superintendent may assign to instructional personnel in an~~
693 ~~instructional team the student learning growth of the~~
694 ~~instructional team's students on statewide assessments. This~~
695 ~~paragraph expires July 1, 2015.~~

696 (8) RULEMAKING.—No later than August 1, 2015, the State
697 Board of Education shall adopt rules pursuant to ss. 120.536(1)
698 and 120.54 which establish uniform procedures and the format for
699 the submission, review, and approval of district evaluation
700 systems and reporting requirements for the annual evaluation of
701 instructional personnel and school administrators; specific,
702 discrete standards for each performance level required under
703 subsection (2), based on student learning growth models approved
704 by the commissioner, to ensure clear and sufficient
705 differentiation in the performance levels and to provide
706 consistency in meaning across school districts; the measurement



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707 of student learning growth and associated implementation
708 procedures required under subsection (7); and a process for
709 monitoring school district implementation of evaluation systems
710 in accordance with this section. ~~Specifically, the rules shall~~
711 ~~establish student performance levels that if not met will result~~
712 ~~in the employee receiving an unsatisfactory performance~~
713 ~~evaluation rating. In like manner, the rules shall establish a~~
714 ~~student performance level that must be met in order for an~~
715 ~~employee to receive a highly effective rating and a student~~
716 ~~learning growth standard that must be met in order for an~~
717 ~~employee to receive an effective rating.~~

718 ~~(10) DISTRICT BONUS REWARDS FOR PERFORMANCE PAY BASED ON~~
719 ~~EVALUATION PROGRESS. School districts are eligible for bonus~~
720 ~~rewards as provided for in the 2014 General Appropriations Act~~
721 ~~for making outstanding progress toward educator effectiveness,~~
722 ~~including implementation of instructional personnel salaries~~
723 ~~based on performance results under s. 1012.34 and the use of~~
724 ~~local assessment results in personnel evaluations when~~
725 ~~statewide, standardized assessments are not administered.~~

726 Section 8. Section 1012.3401, Florida Statutes, is
727 repealed.

728 Section 9. School district contingency plan.—
729 Notwithstanding s. 1008.34(7), Florida Statutes, a school
730 district may, by majority vote of the district school board,
731 request approval from the State Board of Education to waive all
732 requirements and benefits specified in ss. 1008.34(7), 1008.36,
733 and 1003.621, Florida Statutes, and instead use results from
734 student performance on the new statewide, standardized
735 assessments administered in the 2014-2015 school year pursuant



736 to s. 1008.22, Florida Statutes, for diagnostic and baseline
737 purposes only.

738 (1) A school district's request must be submitted to the
739 Commissioner of Education by the school district superintendent
740 during the period from the last day of administration of
741 statewide, standardized assessments through June 5, 2015, in
742 accordance with the guidelines established by the commissioner.
743 At a minimum, the request, must include identification of:

744 (a) The scope of the request, to apply either to the school
745 district or to a school or certain schools within the school
746 district. The request must be made at a district or school
747 level. The request may not be made at a grade level, a subject-
748 area level, or another level.

749 (b) The reason for the request, including a description of
750 the systemic or unique technical implementation failure.
751 Quantifiable data substantiating the reason for such failure
752 must accompany the request. A school district's inability to
753 assess the minimum percentage of students pursuant to ss.
754 1008.34 and 1008.341, Florida Statutes, does not constitute a
755 reasonable justification for requesting the waiver under this
756 section.

757 (c) The school district's corrective action plan, which has
758 been adopted by the district school board, and certification
759 that the identified technical implementation failure must be
760 resolved in time for successful administration of the statewide,
761 standardized assessments during the 2015-2016 school year and
762 each school year thereafter. The district must identify how the
763 district plans to allocate resources and technical assistance
764 that the district needs from the Department of Education to



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765 facilitate the district's successful resolution of technical
766 deficiencies.

767 (d) The school district's plan for using the diagnostic
768 data to facilitate continuous improvement in student performance
769 and the effectiveness of schools, instructional personnel, and
770 school administrators; public reporting on the performance of
771 students, schools, and the district; and informing parents about
772 instruction associated with remediation and retention and
773 options available to students including acceleration,
774 graduation, and school choice. The district must also describe
775 its plans for implementing student progression plans,
776 performance evaluations of instructional personnel and school
777 administrators, performance salary schedule requirements, and
778 other uses as identified by the commissioner.

779 (2) The commissioner shall review each request for a waiver
780 and consult with the applicable school district superintendent.
781 The commissioner shall make, and provide reasons for,
782 recommendations to the State Board of Education regarding
783 granting or denying a request for waiver. The state board may
784 consider recommendations made by the commissioner to approve or
785 deny school district requests. Notwithstanding any other
786 provision of law, the commissioner's recommendation to approve a
787 request may, after consultation with the school district
788 superintendent, include conditional requirements that must apply
789 if approved by the state board. The decision of the state board,
790 including any modifications adopted by the state board, is
791 final.

792 (3) For only the 2014-2015 school year, if a waiver is
793 granted under this section:



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794 (a) A school or a school district may not receive a school
795 grade, school improvement rating, or school district grade, as
796 applicable.

797 (b) A school may, at the school district's discretion,
798 choose to use new statewide, standardized assessment results in
799 performance evaluations of instructional personnel and school
800 administrators.

801 (c) A school district shall continue to have its student
802 performance results included in the statewide, standardized
803 assessment results published by the department pursuant to s.
804 1008.22, Florida Statutes.

805 (d) A school shall forfeit eligibility to earn school
806 recognition funds pursuant to s. 1008.36, Florida Statutes, as
807 provided in the General Appropriations Act.

808 (e) A school district shall forfeit the district's
809 eligibility to earn the designation and benefits associated with
810 high performing school districts pursuant to s. 1003.621,
811 Florida Statutes.

812
813 This section expires July 1, 2016.

814 Section 10. The Office of Program Policy Analysis and
815 Government Accountability (OPPAGA) shall conduct a year-long
816 study, beginning no later than August 1, 2015, to assess the
817 cost-effectiveness of the leasing of examination questions by
818 the Department of Education from the American Institute for
819 Research as compared with using questions from an existing
820 examination. No later than December 1, 2016, OPPAGA shall
821 provide a report summarizing the findings of the study to the
822 President of the Senate and the Speaker of the House of



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823 Representatives.

824 Section 11. Paragraph (a) of subsection (5) of section
825 1003.4282, Florida Statutes, is amended to read:

826 1003.4282 Requirements for a standard high school diploma.-

827 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.-

828 (a) Each year a student scores Level 1 or Level 2 on the
829 statewide, standardized grade 9 or grade 10 Reading assessment
830 or, when implemented, the grade 9 or, grade 10, ~~or grade 11~~ ELA
831 assessment, the student may, as an option to the student, enroll
832 ~~must be enrolled in and complete~~ an intensive remedial course
833 the following year or be placed in a content area course that
834 includes remediation of skills not acquired by the student.

835 Section 12. Paragraph (a) of subsection (1) of section
836 1003.4285, Florida Statutes, is amended to read:

837 1003.4285 Standard high school diploma designations.-

838 (1) Each standard high school diploma shall include, as
839 applicable, the following designations if the student meets the
840 criteria set forth for the designation:

841 (a) *Scholar designation.*-In addition to the requirements of
842 s. 1003.4282, in order to earn the Scholar designation, a
843 student must satisfy the following requirements:

844 1. ~~English Language Arts (ELA). Beginning with students~~
845 ~~entering grade 9 in the 2014-2015 school year, pass the~~
846 ~~statewide, standardized grade 11 ELA assessment.~~

847 2. *Mathematics.*-Earn one credit in Algebra II and one
848 credit in statistics or an equally rigorous course. Beginning
849 with students entering grade 9 in the 2014-2015 school year,
850 pass the Algebra II and Geometry statewide, standardized
851 assessments.



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852 ~~2.3.~~ Science.—Pass the statewide, standardized Biology I
853 EOC assessment and earn one credit in chemistry or physics and
854 one credit in a course equally rigorous to chemistry or physics.
855 However, a student enrolled in an Advanced Placement (AP),
856 International Baccalaureate (IB), or Advanced International
857 Certificate of Education (AICE) Biology course who takes the
858 respective AP, IB, or AICE Biology assessment and earns the
859 minimum score necessary to earn college credit as identified
860 pursuant to s. 1007.27(2) meets the requirement of this
861 subparagraph without having to take the statewide, standardized
862 Biology I EOC assessment.

863 ~~3.4.~~ Social studies.—Pass the statewide, standardized
864 United States History EOC assessment. However, a student
865 enrolled in an AP, IB, or AICE course that includes United
866 States History topics who takes the respective AP, IB, or AICE
867 assessment and earns the minimum score necessary to earn college
868 credit as identified pursuant to s. 1007.27(2) meets the
869 requirement of this subparagraph without having to take the
870 statewide, standardized United States History EOC assessment.

871 ~~4.5.~~ Foreign language.—Earn two credits in the same foreign
872 language.

873 ~~5.6.~~ Electives.—Earn at least one credit in an Advanced
874 Placement, an International Baccalaureate, an Advanced
875 International Certificate of Education, or a dual enrollment
876 course.

877 Section 13. Paragraph (c) of subsection (1) of section
878 1012.22, Florida Statutes, is amended to read:

879 1012.22 Public school personnel; powers and duties of the
880 district school board.—The district school board shall:



881 (1) Designate positions to be filled, prescribe
882 qualifications for those positions, and provide for the
883 appointment, compensation, promotion, suspension, and dismissal
884 of employees as follows, subject to the requirements of this
885 chapter:

886 (c) *Compensation and salary schedules.*—

887 1. Definitions.—As used in this paragraph, the term:

888 a. "Adjustment" means an addition to the base salary
889 schedule that is not a bonus and becomes part of the employee's
890 permanent base salary and shall be considered compensation under
891 s. 121.021(22).

892 b. "Grandfathered salary schedule" means the salary
893 schedule or schedules adopted by a district school board before
894 July 1, 2014, pursuant to subparagraph 4.

895 c. "Instructional personnel" means instructional personnel
896 as defined in s. 1012.01(2)(a)-(d), excluding substitute
897 teachers.

898 d. "Performance salary schedule" means the salary schedule
899 or schedules adopted by a district school board pursuant to
900 subparagraph 5.

901 e. "Salary schedule" means the schedule or schedules used
902 to provide the base salary for district school board personnel.

903 f. "School administrator" means a school administrator as
904 defined in s. 1012.01(3)(c).

905 g. "Supplement" means an annual addition to the base salary
906 for the term of the negotiated supplement as long as the
907 employee continues his or her employment for the purpose of the
908 supplement. A supplement does not become part of the employee's
909 continuing base salary but shall be considered compensation



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910 under s. 121.021(22).

911 2. Cost-of-living adjustment.—A district school board may
912 provide a cost-of-living salary adjustment if the adjustment:

913 a. Does not discriminate among comparable classes of
914 employees based upon the salary schedule under which they are
915 compensated.

916 b. Does not exceed 50 percent of the annual adjustment
917 provided to instructional personnel rated as effective.

918 3. Advanced degrees.—A district school board may not use
919 advanced degrees in setting a salary schedule for instructional
920 personnel or school administrators hired on or after July 1,
921 2011, unless the advanced degree is held in the individual's
922 area of certification and is only a salary supplement.

923 4. Grandfathered salary schedule.—

924 a. The district school board shall adopt a salary schedule
925 or salary schedules to be used as the basis for paying all
926 school employees hired before July 1, 2014. Instructional
927 personnel on annual contract as of July 1, 2014, shall be placed
928 on the performance salary schedule adopted under subparagraph 5.
929 Instructional personnel on continuing contract or professional
930 service contract may opt into the performance salary schedule if
931 the employee relinquishes such contract and agrees to be
932 employed on an annual contract under s. 1012.335. Such an
933 employee shall be placed on the performance salary schedule and
934 may not return to continuing contract or professional service
935 contract status. Any employee who opts into the performance
936 salary schedule may not return to the grandfathered salary
937 schedule.

938 b. In determining the grandfathered salary schedule for



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939 instructional personnel, a district school board must base a
940 portion of each employee's compensation upon performance
941 demonstrated under s. 1012.34 and shall provide differentiated
942 pay for both instructional personnel and school administrators
943 based upon district-determined factors, including, but not
944 limited to, additional responsibilities, school demographics,
945 critical shortage areas, and level of job performance
946 difficulties.

947 5. Performance salary schedule.—By July 1, 2014, the
948 district school board shall adopt a performance salary schedule
949 that provides annual salary adjustments for instructional
950 personnel and school administrators based upon performance
951 determined under s. 1012.34. Employees hired on or after July 1,
952 2014, or employees who choose to move from the grandfathered
953 salary schedule to the performance salary schedule shall be
954 compensated pursuant to the performance salary schedule once
955 they have received the appropriate performance evaluation for
956 this purpose. However, a classroom teacher whose performance
957 evaluation uses ~~utilizes~~ student learning growth measures
958 established under s. 1012.34(7)(c)3. ~~s. 1012.34(7)(e)~~ shall
959 remain under the grandfathered salary schedule until his or her
960 teaching assignment changes to a subject for which there is a
961 statewide, standardized assessment or district-required local ~~an~~
962 assessment or the school district establishes equally
963 appropriate measures of student learning growth as defined under
964 s. 1012.34 and rules of the State Board of Education.

965 a. Base salary.—The base salary shall be established as
966 follows:

967 (I) The base salary for instructional personnel or school



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968 administrators who opt into the performance salary schedule
969 shall be the salary paid in the prior year, including
970 adjustments only.

971 (II) Beginning July 1, 2014, instructional personnel or
972 school administrators new to the district, returning to the
973 district after a break in service without an authorized leave of
974 absence, or appointed for the first time to a position in the
975 district in the capacity of instructional personnel or school
976 administrator shall be placed on the performance salary
977 schedule.

978 b. Salary adjustments.—Salary adjustments for highly
979 effective or effective performance shall be established as
980 follows:

981 (I) The annual salary adjustment under the performance
982 salary schedule for an employee rated as highly effective must
983 be greater than the highest annual salary adjustment available
984 to an employee of the same classification through any other
985 salary schedule adopted by the district.

986 (II) The annual salary adjustment under the performance
987 salary schedule for an employee rated as effective must be equal
988 to at least 50 percent and no more than 75 percent of the annual
989 adjustment provided for a highly effective employee of the same
990 classification.

991 (III) The performance salary schedule shall not provide an
992 annual salary adjustment for an employee who receives a rating
993 other than highly effective or effective for the year.

994 c. Salary supplements.—In addition to the salary
995 adjustments, each district school board shall provide for salary
996 supplements for activities that must include, but are not



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997 limited to:

998 (I) Assignment to a Title I eligible school.

999 (II) Assignment to a school that earned a grade of "F" or
1000 three consecutive grades of "D" pursuant to s. 1008.34 such that
1001 the supplement remains in force for at least 1 year following
1002 improved performance in that school.

1003 (III) Certification and teaching in critical teacher
1004 shortage areas. Statewide critical teacher shortage areas shall
1005 be identified by the State Board of Education under s. 1012.07.
1006 However, the district school board may identify other areas of
1007 critical shortage within the school district for purposes of
1008 this sub-sub-subparagraph and may remove areas identified by the
1009 state board which do not apply within the school district.

1010 (IV) Assignment of additional academic responsibilities.

1011

1012 If budget constraints in any given year limit a district school
1013 board's ability to fully fund all adopted salary schedules, the
1014 performance salary schedule may ~~shall~~ not be reduced on the
1015 basis of total cost or the value of individual awards in a
1016 manner that is proportionally greater than reductions to any
1017 other salary schedules adopted by the district.

1018 Section 14. This act shall take effect upon becoming a law.

1019

1020 ===== T I T L E A M E N D M E N T =====

1021 And the title is amended as follows:

1022 Delete everything before the enacting clause
1023 and insert:

1024 A bill to be entitled

1025 An act relating to education accountability; amending



1026 s. 1001.03, F.S.; revising the powers of the State
1027 Board of Education to require adoption of rules
1028 regarding notification forms for grade 3 retention and
1029 midyear promotion, and high school graduation
1030 requirements and options; amending s. 1008.22, F.S.;
1031 removing the requirement that English Language Arts
1032 statewide assessments be administered to students in
1033 grade 11; requiring that assessments be delivered
1034 through computer-based testing; providing exceptions;
1035 specifying minimum requirements for paper-based
1036 administration of assessments; requiring that
1037 performance results on specified assessments be
1038 provided to teachers and parents within a specified
1039 timeframe; providing applicability; requiring the
1040 Department of Education to collect and distribute
1041 liquidated damages relating to the administration of
1042 specified assessments to school districts under
1043 certain circumstances; prohibiting a school district
1044 from administering a local assessment on a subject
1045 measured under a statewide assessment; requiring a
1046 school district to provide a student's performance
1047 results on local assessments within a specified
1048 timeframe; revising requirements for the
1049 administration of local assessments; restricting the
1050 number of school hours that a school district may
1051 dedicate to administer specified assessments;
1052 providing exceptions; requiring a school district to
1053 secure consent of a student's parent if school hours
1054 dedicated to the administration of local assessments



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1055 exceed the threshold amount; authorizing a student to
1056 take an examination or assessment adopted pursuant to
1057 State Board of Education rule; revising requirements
1058 regarding the school district's adoption and
1059 publication of testing schedules; amending s. 1008.24,
1060 F.S.; authorizing a school district to use district
1061 employees to administer and proctor specified
1062 assessments; providing minimum requirements for State
1063 Board of Education rules regarding the training of
1064 such employees; amending s. 1008.25, F.S.; revising
1065 requirements for a district school board's
1066 comprehensive student progression plan; removing
1067 references regarding local assessments; revising
1068 requirements regarding instruction and reassessment of
1069 students who exhibit a reading deficiency; amending s.
1070 1008.30, F.S.; specifying alternative assessments that
1071 may be accepted by public postsecondary educational
1072 institutions in lieu of the common placement test;
1073 revising requirements for state board rules regarding
1074 common placement testing; authorizing, rather than
1075 requiring, high schools to perform specified college
1076 readiness evaluations; amending s. 1008.34, F.S.;
1077 adding references to school improvement ratings;
1078 specifying applicability of certain accountability
1079 measures to schools using turnaround options; amending
1080 s. 1012.34, F.S.; revising requirements for the
1081 Commissioner of Education's annual report to the
1082 Governor and the Legislature regarding personnel
1083 evaluation systems; revising the percentage thresholds



1084 for performance evaluation criteria for instructional
1085 personnel and school administrators; revising
1086 requirements for the measurement of student
1087 performance; prescribing requirements for school
1088 districts regarding educator performance evaluations
1089 and related student performance results; requiring the
1090 state board to adopt rules by a certain date; revising
1091 rule requirements; removing a provision regarding
1092 district bonus awards; conforming cross-references;
1093 repealing s. 1012.3401, F.S., relating to the
1094 measurement of student performance in personnel
1095 evaluations; authorizing a school district to request
1096 approval from the state board to use student
1097 performance results on new statewide assessments for
1098 diagnostic and baseline purposes; requiring a district
1099 school superintendent to submit the waiver request to
1100 the Commissioner of Education; specifying required
1101 content of a waiver request; requiring the
1102 commissioner to review and make recommendations to the
1103 state board regarding each waiver request; specifying
1104 conditions and requirements for a school that is
1105 granted a waiver for the 2014-2015 school year;
1106 providing for expiration; requiring the Office of
1107 Program Policy Analysis and Government Accountability
1108 (OPPAGA) to complete a study regarding the leasing of
1109 examination questions; requiring OPPAGA to submit a
1110 report summarizing the study findings to the
1111 Legislature by a specified date; amending ss.
1112 1003.4282, 1003.4285, and 1012.22, F.S.; conforming



587488

1113
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provisions to changes made by the act; providing an
effective date.



LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

1 **Senate Amendment to Amendment (587488) (with directory and**
2 **title amendments)**

3
4 Between lines 119 and 120
5 insert:

6 (i) Opt out.—Notwithstanding any other law, the parent of a
7 student who does not pass an assessment required under this
8 subsection may choose to have the student's concordant score on
9 a norm-referenced test used in lieu of the student's score on
10 the assessment.



11
12 ===== D I R E C T O R Y C L A U S E A M E N D M E N T =====

13 And the directory clause is amended as follows:

14 Delete line 23

15 and insert:

16 amended, and paragraph (i) is added to subsection (3) of that
17 section, to read:

18
19 ===== T I T L E A M E N D M E N T =====

20 And the title is amended as follows:

21 Delete line 1043

22 and insert:

23 certain circumstances; authorizing the parent of a
24 student who does not pass a specified assessment to
25 choose to have the student's concordant score on a
26 norm-referenced test used in lieu of the student's
27 score on the assessment; prohibiting a school district



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LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

1 **Senate Amendment to Amendment (587488) (with title**
2 **amendment)**

3
4 Between lines 197 and 198
5 insert:

6 Section 3. Section 1008.222, Florida Statutes, is created
7 to read:

8 1008.222 Administration of assessments.—Notwithstanding any
9 other provision of law, the department shall provide an option
10 for a parent of a student to elect to have a statewide,



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11 standardized assessment required under s. 1008.22 administered
12 to the student in a hard copy format in a school district until
13 the school district's technology infrastructure, connectivity,
14 and capacity have been load tested; independently verified as
15 appropriate, adequate, efficient, and sustainable; and certified
16 by the district school superintendent as ready for the
17 successful deployment of online assessments.

18
19 ===== T I T L E A M E N D M E N T =====

20 And the title is amended as follows:

21 Delete line 1059

22 and insert:

23 publication of testing schedules; creating s.
24 1008.222, F.S.; requiring the Department of Education
25 to provide an option for a parent of a student to
26 elect to have specified assessments administered to
27 the student in a hard copy format in a school district
28 until certain criteria have been satisfied by the
29 school district; amending s. 1008.24,



245182

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

1 **Senate Amendment to Amendment (587488) (with title**
2 **amendment)**

3
4 Delete lines 398 - 534
5 and insert:

6 school improvement ratings pursuant to s. 1008.341 for the 2014-
7 2015 and 2015-2016 ~~2013-2014~~ school years ~~year shall be~~
8 ~~calculated based on statutes and rules in effect on June 30,~~
9 ~~2014. To assist in the transition to 2014-2015 school grades,~~
10 ~~calculated based on new statewide, standardized assessments~~



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11 ~~administered pursuant to s. 1008.22, the 2014-2015 school grades~~
12 shall serve as an informational baseline for schools to work
13 toward improved performance in future years. Accordingly,
14 notwithstanding any other provision of law:

15 (a) A school may not be required to select and implement a
16 turnaround option pursuant to s. 1008.33 in the 2015-2016 or
17 2016-2017 school year if based on the school receives a school
18 grade that is two or more grades lower or a lower school's 2014-
19 2015 grade or school improvement rating for the 2014-2015 school
20 year compared to the 2013-2014 school year or for the 2015-2016
21 school year compared to the 2014-2015 school year under s.
22 1008.341, as applicable.

23 (b)1. A school or approved provider under s. 1002.45 that
24 receives ~~the same or a lower~~ school grade that is two or more
25 grades lower or a lower school improvement rating for the 2014-
26 2015 school year compared to the 2013-2014 school year or for
27 the 2015-2016 school year compared to the 2014-2015 school year
28 is not subject to sanctions or penalties that would otherwise
29 occur as a result of the 2014-2015 or 2015-2016 school grade or
30 rating. A charter school system or a school district designated
31 as high performing may not lose the designation based on the
32 2014-2015 or 2015-2016 school grades of any of the schools
33 within the charter school system or school district, as
34 applicable.

35 2. The Florida School Recognition Program established under
36 s. 1008.36 shall continue to be implemented as otherwise
37 provided in the General Appropriations Act.

38 (c) For purposes of determining grade 3 retention pursuant
39 to s. 1008.25(5) and high school graduation pursuant to s.



245182

40 1003.4282, student performance on the 2014-2015 statewide,
41 standardized assessments shall be linked to 2013-2014 student
42 performance expectations.

43

44 This subsection is repealed July 1, 2017.

45 Section 7. Paragraphs (b) and (c) of subsection (1),
46 paragraphs (a), (b), and (c) of subsection (3), and subsections
47 (6), (7), (8), and (10) of section 1012.34, Florida Statutes,
48 are amended to read:

49 1012.34 Personnel evaluation procedures and criteria.—

50 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

51 (b) The department must approve each school district's
52 instructional personnel and school administrator evaluation
53 systems. The department shall monitor each district's
54 implementation of its instructional personnel and school
55 administrator evaluation systems for compliance with the
56 requirements of this section ~~and s. 1012.3401.~~

57 (c) Annually, by December 1, the Commissioner of Education
58 shall report to the Governor, the President of the Senate, and
59 the Speaker of the House of Representatives the approval and
60 implementation status of each school district's instructional
61 personnel and school administrator evaluation systems. The
62 report shall include:

63 1. Performance evaluation results for the prior school year
64 for instructional personnel and school administrators using the
65 four levels of performance specified in paragraph (2) (e). The
66 performance evaluation results for instructional personnel shall
67 be disaggregated by classroom teachers, as defined in s.
68 1012.01(2) (a), excluding substitute teachers, and all other



245182

69 instructional personnel, as defined in s. 1012.01(2)(b)-(d).

70 2. An analysis that compares performance evaluation results
71 calculated by each school district to indicators of performance
72 calculated by the department using the standards for performance
73 levels adopted by the state board under subsection (8).

74 ~~3. The commissioner shall include in the report Each~~
75 ~~district's performance-level standards established under~~
76 ~~subsection (7)., a comparative analysis of the district's~~
77 ~~student academic performance results and evaluation results,~~

78 4. Data reported under s. 1012.341, and the status of any
79 evaluation system revisions requested by a school district
80 pursuant to subsection (6).

81 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
82 personnel and school administrator performance evaluations must
83 be based upon the performance of students assigned to their
84 classrooms or schools, as provided in this section. Pursuant to
85 this section, a school district's performance evaluation is not
86 limited to basing unsatisfactory performance of instructional
87 personnel and school administrators solely upon student
88 performance, but may include other criteria approved to evaluate
89 instructional personnel and school administrators' performance,
90 or any combination of student performance and other approved
91 criteria. Evaluation procedures and criteria must comply with,
92 but are not limited to, the following:

93 (a) A performance evaluation must be conducted for each
94 employee at least once a year, except that a classroom teacher,
95 as defined in s. 1012.01(2)(a), excluding substitute teachers,
96 who is newly hired by the district school board must be observed
97 and evaluated at least twice in the first year of teaching in



245182

98 the school district. The performance evaluation must be based
99 upon sound educational principles and contemporary research in
100 effective educational practices. The evaluation criteria must
101 include:

102 1. Performance of students.—At least 33 ~~50~~ percent of a
103 performance evaluation must be based upon data and indicators of
104 student learning growth assessed annually by statewide
105 assessments or, for subjects and grade levels not measured by
106 statewide assessments, by school district assessments pursuant
107 to subsection (7) as provided in s. 1008.22(6). Each school
108 district must use the formula adopted pursuant to paragraph
109 (7) (a) for measuring student learning growth in all courses
110 associated with statewide assessments and must select an equally
111 appropriate formula for measuring student learning growth for
112 all other grades and subjects, except as otherwise provided in
113 subsection (7).

114 a. For classroom teachers, as defined in s. 1012.01(2) (a),
115 excluding substitute teachers, the student learning growth
116 portion of the evaluation must include growth data for students
117 assigned to the teacher over the course of at least 3 years. If
118 less than 3 years of data are available, the years for which
119 data are available must be used and the percentage of the
120 evaluation based upon student learning growth may be reduced to
121 not less than 30 ~~40~~ percent.

122 b. For instructional personnel who are not classroom
123 teachers, the student learning growth portion of the evaluation
124 must include growth data on statewide assessments for students
125 assigned to the instructional personnel over the course of at
126 least 3 years, or may include a combination of student learning



245182

127 growth data and other measurable student outcomes that are
128 specific to the assigned position, provided that the student
129 learning growth data accounts for not less than 30 percent of
130 the evaluation. If less than 3 years of student growth data are
131 available, the years for which data are available must be used
132 and the percentage of the evaluation based upon student learning
133 growth may be reduced to not less than 20 percent.

134 c. For school administrators, the student learning growth
135 portion of the evaluation must include growth data for students
136 assigned to the school over the course of at least 3 years. If
137 less than 3 years of data are available, the years for which
138 data are available must be used and the percentage of the
139 evaluation based upon student learning growth may be reduced to
140 not less than 30 ~~40~~ percent.

141 d. Notwithstanding any other provision of law, performance
142 evaluations based upon data and indicators for the 2014-2015 and
143 2015-2016 school years may not use student learning growth as
144 required under this subparagraph if such use would result in a
145 lower level of performance as specified in paragraph (2)(e) than
146 the level of performance which would result without the use of
147 student learning growth.

148
149 ===== T I T L E A M E N D M E N T =====

150 And the title is amended as follows:

151 Delete lines 1076 - 1085

152 and insert:

153 readiness evaluations; amending s. 1008.34, F.S.;

154 revising the criteria that serve as an informational

155 baseline for schools to work toward improved



156 performance; providing that school grades and school
157 improvement ratings for specified school years shall
158 serve as an informational baseline; revising the
159 circumstances under which a school may not be required
160 to implement a school turnaround option in specified
161 school years; revising the circumstances under which a
162 virtual instruction program will not be subject to
163 sanctions or penalties based on certain school grades
164 or improvement ratings; extending the period during
165 which a charter school system or school district will
166 not lose a designation as high performing based on
167 certain school grades or improvement ratings; amending
168 s. 1012.34, F.S.; revising requirements for the
169 Commissioner of Education's annual report to the
170 Governor and the Legislature regarding personnel
171 evaluation systems; revising the percentage thresholds
172 for performance evaluation criteria for instructional
173 personnel and school administrators; prohibiting the
174 use of student learning growth in performance
175 evaluations under certain circumstances; revising



653394

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Ring) recommended the following:

1 **Senate Amendment to Amendment (587488) (with title**
2 **amendment)**

3
4 Between lines 435 and 436
5 insert:

6 Section 7. Paragraph (b) of subsection (12) of section
7 1011.62, Florida Statutes, is amended to read:

8 1011.62 Funds for operation of schools.—If the annual
9 allocation from the Florida Education Finance Program to each
10 district for operation of schools is not determined in the



653394

11 annual appropriations act or the substantive bill implementing
12 the annual appropriations act, it shall be determined as
13 follows:

14 (12) FLORIDA DIGITAL CLASSROOMS ALLOCATION.—

15 (b) Each district school board shall adopt a district
16 digital classrooms plan that meets the unique needs of students,
17 schools, and personnel and submit the plan for approval to the
18 Department of Education. In addition, each district school board
19 must, at a minimum, seek input from the district's
20 instructional, curriculum, and information technology staff to
21 develop the district digital classrooms plan. The district's
22 plan must be within the general parameters established in the
23 Florida digital classrooms plan pursuant to s. 1001.20. In
24 addition, if the district participates in federal technology
25 initiatives and grant programs, the district digital classrooms
26 plan must include a plan for meeting requirements of such
27 initiatives and grant programs. Funds allocated under this
28 subsection must be used to support implementation of district
29 digital classrooms plans. By October 1, 2014, and by March 1 of
30 each year thereafter, on a date determined by the department,
31 each district school board shall submit to the department, in a
32 format prescribed by the department, a digital classrooms plan.
33 At a minimum, such plan must include, and be annually updated to
34 reflect, the following:

35 1. Measurable student performance outcomes. Outcomes
36 related to student performance, including outcomes for students
37 with disabilities, must be tied to the efforts and strategies to
38 improve outcomes related to student performance by integrating
39 technology in classroom teaching and learning. Results of the



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40 outcomes shall be reported at least annually for the current
41 school year and subsequent 3 years and be accompanied by an
42 independent evaluation and validation of the reported results.

43 2. Digital learning and technology infrastructure purchases
44 and operational activities. Such purchases and activities must
45 be tied to the measurable outcomes under subparagraph 1.,
46 including, but not limited to, connectivity, broadband access,
47 wireless capacity, Internet speed, and data security, all of
48 which must meet or exceed minimum requirements and protocols
49 established by the department. For each year that the district
50 uses funds for infrastructure, a third-party, independent
51 evaluation of the district's technology inventory and
52 infrastructure needs must accompany the district's plan.

53 3. Professional development purchases and operational
54 activities. Such purchases and activities must be tied to the
55 measurable outcomes under subparagraph 1., including, but not
56 limited to, using technology in the classroom and improving
57 digital literacy and competency.

58 4. Digital tool purchases and operational activities. Such
59 purchases and activities must be tied to the measurable outcomes
60 under subparagraph 1., including, but not limited to,
61 competency-based credentials that measure and demonstrate
62 digital competency and certifications; third-party assessments
63 that demonstrate acquired knowledge and use of digital
64 applications; and devices that meet or exceed minimum
65 requirements and protocols established by the department.

66 5. Online assessment-related purchases and operational
67 activities. Such purchases and activities must be tied to the
68 measurable outcomes under subparagraph 1., including, but not



653394

69 limited to, expanding the capacity to administer assessments and
70 compatibility with minimum assessment protocols and requirements
71 established by the department. If the administration of online
72 assessments after January 1, 2015, does not comply with the
73 minimum assessment protocols and requirements established by the
74 department, the department shall contract with an independent,
75 auditing entity that has expertise in the area of the
76 noncompliance to evaluate the extent of the noncompliance and
77 provide recommendations to remediate the noncompliance in future
78 administrations of online assessments.

79
80 ===== T I T L E A M E N D M E N T =====

81 And the title is amended as follows:

82 Delete line 1079

83 and insert:

84 measures to schools using turnaround options; amending
85 s. 1011.62, F.S.; requiring the Department of
86 Education to contract with an independent, auditing
87 entity if the administration of online assessments
88 after a certain date does not comply with the minimum
89 assessment protocols and requirements established by
90 the department; requiring the auditing entity to
91 perform certain duties; amending



603066

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

1 **Senate Amendment to Amendment (587488) (with title**
2 **amendment)**

3
4 Between lines 813 and 814
5 insert:

6 Section 10. Notwithstanding any other law, each district
7 school board shall implement a program that studies and assesses
8 the effectiveness of using statewide, standardized comprehensive
9 examinations to achieve the purpose of the student assessment
10 program for public schools specified in s. 1008.22(1), Florida



603066

11 Statutes. Before a statewide, standardized comprehensive
12 examination is administered, each district school board and the
13 Department of Education must concur in the effectiveness of the
14 examination as an accurate and reliable assessment tool.

15

16 ===== T I T L E A M E N D M E N T =====

17 And the title is amended as follows:

18 Delete line 1106

19 and insert:

20 providing for expiration; requiring district school
21 boards to implement a program studying and assessing
22 the effectiveness of using statewide, standardized
23 comprehensive examinations; requiring each district
24 school board and the Department of Education to concur
25 in the effectiveness of an examination before
26 administration; requiring the Office of



842392

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

Senate Amendment (with title amendment)

Delete lines 92 - 136

and insert:

Section 2. Paragraph (a) of subsection (3) of section 1008.22, Florida Statutes, is amended, paragraph (i) is added to that subsection, and subsection (6) of that section is amended, to read:

1008.22 Student assessment program for public schools.—

(3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The



11 Commissioner of Education shall design and implement a
12 statewide, standardized assessment program aligned to the core
13 curricular content established in the Next Generation Sunshine
14 State Standards. The commissioner also must develop or select
15 and implement a common battery of assessment tools that will be
16 used in all juvenile justice education programs in the state.
17 These tools must accurately measure the core curricular content
18 established in the Next Generation Sunshine State Standards.
19 Participation in the assessment program is mandatory for all
20 school districts and all students attending public schools,
21 including adult students seeking a standard high school diploma
22 under s. 1003.4282 and students in Department of Juvenile
23 Justice education programs, except as otherwise provided by law.
24 If a student does not participate in the assessment program, the
25 school district must notify the student's parent and provide the
26 parent with information regarding the implications of such
27 nonparticipation. The statewide, standardized assessment program
28 shall be designed and implemented as follows:

29 (a) *Statewide, standardized comprehensive assessments.*—The
30 statewide, standardized Reading assessment shall be administered
31 annually in grades 3 through 10. The statewide, standardized
32 Writing assessment shall be administered annually at least once
33 at the elementary, middle, and high school levels. When the
34 Reading and Writing assessments are replaced by English Language
35 Arts (ELA) assessments, ELA assessments shall be administered to
36 students in grades 3 through 10 ~~11~~. Retake opportunities for the
37 grade 10 Reading assessment or, upon implementation, the grade
38 10 ELA assessment must be provided. Students taking the ELA
39 assessments shall not take the statewide, standardized



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40 assessments in Reading or Writing. ELA assessments shall be
41 administered online. The statewide, standardized Mathematics
42 assessments shall be administered annually in grades 3 through
43 8. Students taking a revised Mathematics assessment shall not
44 take the discontinued assessment. The statewide, standardized
45 Science assessment shall be administered annually at least once
46 at the elementary and middle grades levels. In order to earn a
47 standard high school diploma, a student who has not earned a
48 passing score on the grade 10 Reading assessment or, upon
49 implementation, the grade 10 ELA assessment must earn a passing
50 score on the assessment retake or earn a concordant score as
51 authorized under subsection (7).

52 (i) Opt out.—Notwithstanding any other law, the parent of a
53 student who does not pass an assessment required under this
54 subsection may choose to have the student's concordant score on
55 a norm-referenced test used in lieu of the student's score on
56 the assessment.

57
58 ===== T I T L E A M E N D M E N T =====

59 And the title is amended as follows:

60 Delete line 10

61 and insert:

62 grade 11; authorizing the parent of a student who does
63 not pass specified assessments to choose to have the
64 student's concordant score on a norm-referenced test
65 used in lieu of the student's score on the assessment;
66 prohibiting a school district from



747124

LEGISLATIVE ACTION

Senate	.	House
Comm: WD	.	
03/18/2015	.	
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Appropriations Subcommittee on Education (Galvano) recommended the following:

Senate Amendment

Delete line 147
and insert:
within 14 days and to parents within 28 days after administering such assessments.

Delete line 606
and insert:
teachers within 14 days and to parents within 28 days after



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11 administering such



431816

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

Senate Amendment (with title amendment)

Between lines 214 and 215

insert:

Section 3. Section 1008.222, Florida Statutes, is created to read:

1008.222 Administration of assessments.—Notwithstanding any other provision of law, the department shall provide an option for a parent of a student to elect to have a statewide, standardized assessment required under s. 1008.22 administered



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11 to the student in a hard copy format in a school district until
12 the school district's technology infrastructure, connectivity,
13 and capacity have been load tested; independently verified as
14 appropriate, adequate, efficient, and sustainable; and certified
15 by the district school superintendent as ready for the
16 successful deployment of online assessments.

17
18 ===== T I T L E A M E N D M E N T =====

19 And the title is amended as follows:

20 Delete line 27

21 and insert:

22 and publication of testing schedules; creating s.
23 1008.222, F.S.; requiring the Department of Education
24 to provide an option for a parent of a student to
25 elect to have specified assessments administered to
26 the student in a hard copy format in a school district
27 until certain criteria have been satisfied by the
28 school district; amending s.



871298

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

Senate Amendment (with title amendment)

Delete lines 392 - 487

and insert:

school improvement ratings pursuant to s. 1008.341 for the 2014-2015 and 2015-2016 ~~2013-2014~~ school years ~~year shall be~~ calculated based on ~~statutes and rules in effect on June 30, 2014. To assist in the transition to 2014-2015 school grades,~~ calculated based on new statewide, standardized assessments administered pursuant to s. 1008.22, the ~~2014-2015~~ school grades



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11 shall serve as an informational baseline for schools to work
12 toward improved performance in future years. Accordingly,
13 notwithstanding any other provision of law:

14 (a) A school may not be required to select and implement a
15 turnaround option pursuant to s. 1008.33 in the 2015-2016 or
16 2016-2017 school year if based on the school receives a school
17 grade that is two or more grades lower or a lower school's 2014-
18 2015 grade or school improvement rating for the 2014-2015 school
19 year compared to the 2013-2014 school year or for the 2015-2016
20 school year compared to the 2014-2015 school year under s.
21 1008.341, as applicable.

22 (b)1. A school or approved provider under s. 1002.45 that
23 receives ~~the same or a lower~~ school grade that is two or more
24 grades lower or a lower school improvement rating for the 2014-
25 2015 school year compared to the 2013-2014 school year or for
26 the 2015-2016 school year compared to the 2014-2015 school year
27 is not subject to sanctions or penalties that would otherwise
28 occur as a result of the 2014-2015 or 2015-2016 school grade or
29 rating. A charter school system or a school district designated
30 as high performing may not lose the designation based on the
31 2014-2015 or 2015-2016 school grades of any of the schools
32 within the charter school system or school district, as
33 applicable.

34 2. The Florida School Recognition Program established under
35 s. 1008.36 shall continue to be implemented as otherwise
36 provided in the General Appropriations Act.

37 (c) For purposes of determining grade 3 retention pursuant
38 to s. 1008.25(5) and high school graduation pursuant to s.
39 1003.4282, student performance on the 2014-2015 statewide,



871298

40 standardized assessments shall be linked to 2013-2014 student
41 performance expectations.

42

43 This subsection is repealed July 1, 2017.

44 Section 6. Paragraph (a) of subsection (3) and subsections
45 (7) and (8) of section 1012.34, Florida Statutes, are amended to
46 read:

47 1012.34 Personnel evaluation procedures and criteria.—

48 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
49 personnel and school administrator performance evaluations must
50 be based upon the performance of students assigned to their
51 classrooms or schools, as provided in this section. Pursuant to
52 this section, a school district's performance evaluation is not
53 limited to basing unsatisfactory performance of instructional
54 personnel and school administrators solely upon student
55 performance, but may include other criteria approved to evaluate
56 instructional personnel and school administrators' performance,
57 or any combination of student performance and other approved
58 criteria. Evaluation procedures and criteria must comply with,
59 but are not limited to, the following:

60 (a) A performance evaluation must be conducted for each
61 employee at least once a year, except that a classroom teacher,
62 as defined in s. 1012.01(2)(a), excluding substitute teachers,
63 who is newly hired by the district school board must be observed
64 and evaluated at least twice in the first year of teaching in
65 the school district. The performance evaluation must be based
66 upon sound educational principles and contemporary research in
67 effective educational practices. The evaluation criteria must
68 include:



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69 1. Performance of students.—At least 33 ~~50~~ percent of a
70 performance evaluation must be based upon data and indicators of
71 student learning growth assessed annually by statewide
72 assessments or, for subjects and grade levels not measured by
73 statewide assessments, by school district assessments pursuant
74 to subsection (7) ~~as provided in s. 1008.22(6)~~. Each school
75 district must use the formula adopted pursuant to paragraph
76 (7) (a) for measuring student learning growth in all courses
77 associated with statewide assessments and must select an equally
78 appropriate formula for measuring student learning growth for
79 all other grades and subjects, except as otherwise provided in
80 subsection (7).

81 a. For classroom teachers, as defined in s. 1012.01(2) (a),
82 excluding substitute teachers, the student learning growth
83 portion of the evaluation must include growth data for students
84 assigned to the teacher over the course of at least 3 years. If
85 less than 3 years of data are available, the years for which
86 data are available must be used and the percentage of the
87 evaluation based upon student learning growth may be reduced to
88 not less than 30 ~~40~~ percent.

89 b. For instructional personnel who are not classroom
90 teachers, the student learning growth portion of the evaluation
91 must include growth data on statewide assessments for students
92 assigned to the instructional personnel over the course of at
93 least 3 years, or may include a combination of student learning
94 growth data and other measurable student outcomes that are
95 specific to the assigned position, provided that the student
96 learning growth data accounts for not less than 30 percent of
97 the evaluation. If less than 3 years of student growth data are



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98 available, the years for which data are available must be used
99 and the percentage of the evaluation based upon student learning
100 growth may be reduced to not less than 20 percent.

101 c. For school administrators, the student learning growth
102 portion of the evaluation must include growth data for students
103 assigned to the school over the course of at least 3 years. If
104 less than 3 years of data are available, the years for which
105 data are available must be used and the percentage of the
106 evaluation based upon student learning growth may be reduced to
107 not less than 30 ~~40~~ percent.

108 d. Notwithstanding any other provision of law, performance
109 evaluations based upon data and indicators for the 2014-2015 and
110 2015-2016 school years may not use student learning growth as
111 required under this subparagraph if such use would result in a
112 lower level of performance as specified in paragraph (2)(e) than
113 the level of performance which would result without the use of
114 student learning growth.

115
116

117 ===== T I T L E A M E N D M E N T =====

118 And the title is amended as follows:

119 Delete lines 40 - 44

120 and insert:

121 amending s. 1008.34, F.S.; revising the criteria that
122 serve as an informational baseline for schools to work
123 toward improved performance providing that school
124 grades and school improvement ratings for specified
125 school years shall serve as an informational baseline;
126 revising the circumstances under which a school may



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127 not be required to implement a school turnaround
128 option in specified school years; revising the
129 circumstances under which a virtual instruction
130 program will not be subject to sanctions or penalties
131 based on certain school grades or improvement ratings;
132 extending the period during which a charter school
133 system or school district will not lose a designation
134 as high performing based on certain school grades or
135 improvement ratings; amending s. 1012.34, F.S.;
136 revising the percentage thresholds for performance
137 evaluation criteria for instructional personnel and
138 school administrators; prohibiting the use of student
139 learning growth in performance evaluations under
140 certain circumstances; authorizing use of peer reviews



920066

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

Senate Amendment (with title amendment)

Between lines 762 and 763

insert:

Section 1. Notwithstanding any other law, each district school board shall implement a program that studies and assesses the effectiveness of using statewide, standardized comprehensive examinations to achieve the purpose of the student assessment program for public schools specified in s. 1008.22(1), Florida Statutes. Before a statewide, standardized comprehensive



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11 examination is administered, each district school board and the
12 Department of Education must concur in the effectiveness of the
13 examination as an accurate and reliable assessment tool.

14
15 ===== T I T L E A M E N D M E N T =====

16 And the title is amended as follows:

17 Delete line 64

18 and insert:

19 2015 school year; providing for expiration; requiring
20 district school boards to implement a program studying
21 and assessing the effectiveness of using statewide,
22 standardized comprehensive examinations; requiring
23 each district school board and the Department of
24 Education to concur in the effectiveness of an
25 examination before administration; requiring

By the Committee on Education Pre-K - 12; and Senator Legg

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1 A bill to be entitled
 2 An act relating to education accountability; amending
 3 s. 1001.03, F.S.; revising the powers of the State
 4 Board of Education to require adoption of rules
 5 regarding notification forms for grade 3 retention and
 6 midyear promotion, and high school graduation
 7 requirements and options; amending s. 1008.22, F.S.;
 8 removing the requirement that English Language Arts
 9 statewide assessments be administered to students in
 10 grade 11; prohibiting a school district from
 11 administering a local assessment on a subject measured
 12 under a statewide assessment; requiring a school
 13 district to provide a student's performance results on
 14 local assessments within a specified timeframe;
 15 revising requirements for the administration of local
 16 assessments; transferring provisions relating to
 17 district school board policies regarding assessments;
 18 restricting the amount of school hours that a school
 19 district may dedicate to administer specified
 20 assessments; providing exceptions; requiring a school
 21 district to secure consent of a student's parent if
 22 school hours dedicated to the administration of local
 23 assessments exceed the threshold amount; authorizing a
 24 student to take an examination or assessment adopted
 25 pursuant to State Board of Education rule; revising
 26 requirements regarding the school district's adoption
 27 and publication of testing schedules; amending s.
 28 1008.25, F.S.; revising requirements for a district
 29 school board's comprehensive student progression plan;

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30 removing references regarding local assessments;
 31 revising requirements regarding instruction and
 32 reassessment of students who exhibit a reading
 33 deficiency; amending s. 1008.30, F.S.; specifying
 34 alternative assessments that may be accepted by public
 35 postsecondary educational institutions in lieu of the
 36 common placement test; revising requirements for state
 37 board rules regarding common placement testing;
 38 authorizing, rather than requiring, high schools to
 39 perform specified college readiness evaluations;
 40 amending s. 1008.34, F.S.; adding references to school
 41 improvement ratings; amending s. 1012.34, F.S.;
 42 revising the percentage thresholds for performance
 43 evaluation criteria for instructional personnel and
 44 school administrators; authorizing use of peer reviews
 45 under the professional and job responsibilities
 46 component of the evaluation; specifying standards for
 47 the content and the administration of local
 48 assessments; specifying requirements for eligibility
 49 of salary adjustments for instructional personnel or
 50 school administrators; requiring the state board to
 51 adopt rules by a certain date; amending s. 1012.3401,
 52 F.S.; revising the formula for a classroom teacher's
 53 or school administrator's performance evaluation;
 54 authorizing a school district to request approval from
 55 the state board to use student performance results on
 56 new statewide assessments for diagnostic and baseline
 57 purposes; requiring a district school superintendent
 58 to submit the waiver request to the Commissioner of

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59 Education; specifying required content of a waiver
 60 request; requiring the commissioner to review and make
 61 recommendations to the state board regarding each
 62 waiver request; specifying conditions and requirements
 63 for a school that is granted a waiver for the 2014-
 64 2015 school year; providing for expiration; requiring
 65 the Office of Program Policy Analysis and Government
 66 Accountability (OPPAGA) to complete a study regarding
 67 the leasing of examination questions; requiring OPPAGA
 68 to submit a report summarizing the study findings to
 69 the Legislature by a specified date; amending ss.
 70 1003.4282, 1003.4285, and 1012.22, F.S.; conforming
 71 provisions to changes made by the act; providing an
 72 effective date.

73
 74 Be It Enacted by the Legislature of the State of Florida:

75 Section 1. Subsection (18) is added to section 1001.03,
 76 Florida Statutes, to read:

77 1001.03 Specific powers of State Board of Education.—
 78 (18) PUBLICATION OF GRADE 3 RETENTION AND MIDYEAR PROMOTION
 79 AND HIGH SCHOOL GRADUATION REQUIREMENTS AND OPTIONS.—The State
 80 Board of Education shall adopt by rule:

81 (a) A notification form that clearly identifies for parents
 82 and students the grade 3 retention and midyear promotion
 83 requirements, processes, and options, as well as the high school
 84 graduation requirements, processes, and options. The rule must
 85 require school districts to publish this notification form on
 86 their websites and include the form in annual student handbooks.
 87

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88 (b) A requirement that school districts attach the
 89 notification form when providing student performance results to
 90 parents on statewide, standardized assessments administered
 91 pursuant to ss. 1002.69, 1003.56, and 1008.22.

92 Section 2. Paragraph (a) of subsection (3) and subsection
 93 (6) of section 1008.22, Florida Statutes, are amended to read:

94 1008.22 Student assessment program for public schools.—

95 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
 96 Commissioner of Education shall design and implement a
 97 statewide, standardized assessment program aligned to the core
 98 curricular content established in the Next Generation Sunshine
 99 State Standards. The commissioner also must develop or select
 100 and implement a common battery of assessment tools that will be
 101 used in all juvenile justice education programs in the state.
 102 These tools must accurately measure the core curricular content
 103 established in the Next Generation Sunshine State Standards.
 104 Participation in the assessment program is mandatory for all
 105 school districts and all students attending public schools,
 106 including adult students seeking a standard high school diploma
 107 under s. 1003.4282 and students in Department of Juvenile
 108 Justice education programs, except as otherwise provided by law.
 109 If a student does not participate in the assessment program, the
 110 school district must notify the student's parent and provide the
 111 parent with information regarding the implications of such
 112 nonparticipation. The statewide, standardized assessment program
 113 shall be designed and implemented as follows:

114 (a) *Statewide, standardized comprehensive assessments.*—The
 115 statewide, standardized Reading assessment shall be administered
 116 annually in grades 3 through 10. The statewide, standardized

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117 Writing assessment shall be administered annually at least once
 118 at the elementary, middle, and high school levels. When the
 119 Reading and Writing assessments are replaced by English Language
 120 Arts (ELA) assessments, ELA assessments shall be administered to
 121 students in grades 3 through 10 ~~11~~. Retake opportunities for the
 122 grade 10 Reading assessment or, upon implementation, the grade
 123 10 ELA assessment must be provided. Students taking the ELA
 124 assessments shall not take the statewide, standardized
 125 assessments in Reading or Writing. ELA assessments shall be
 126 administered online. The statewide, standardized Mathematics
 127 assessments shall be administered annually in grades 3 through
 128 8. Students taking a revised Mathematics assessment shall not
 129 take the discontinued assessment. The statewide, standardized
 130 Science assessment shall be administered annually at least once
 131 at the elementary and middle grades levels. In order to earn a
 132 standard high school diploma, a student who has not earned a
 133 passing score on the grade 10 Reading assessment or, upon
 134 implementation, the grade 10 ELA assessment must earn a passing
 135 score on the assessment retake or earn a concordant score as
 136 authorized under subsection (7).

137 (6) LOCAL ASSESSMENTS.—

138 (a) Measurement of student performance in all subjects and
 139 grade levels, except those subjects and grade levels measured
 140 under the statewide, standardized assessment program described
 141 in this section, is the responsibility of the school districts.
 142 However, a school district may not administer a local assessment
 143 for subjects and grade levels that are measured under the
 144 statewide, standardized end-of-course assessments. A school
 145 district must provide a student's performance results on

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146 district-required local assessments to the student's teachers
 147 and parents within 30 days after administering such assessments.

148 (b) ~~Except for those subjects and grade levels measured~~
 149 ~~under the statewide, standardized assessment program, beginning~~
 150 ~~with the 2014 2015 school year, each school district shall~~
 151 ~~administer for each course offered in the district a local~~
 152 ~~assessment that measures student mastery of course content at~~
 153 ~~the necessary level of rigor for the course. As adopted pursuant~~
 154 ~~to State Board of Education rule, course content is set forth in~~
 155 ~~the state standards required by s. 1003.41 and in the course~~
 156 ~~description. Local assessments may include:~~

- 157 1. ~~Statewide assessments.~~
- 158 2. ~~Other standardized assessments, including nationally~~
 159 ~~recognized standardized assessments.~~
- 160 3. ~~Industry certification assessments.~~
- 161 4. ~~District-developed or district-selected end-of-course~~
 162 ~~assessments.~~
- 163 5. ~~Teacher-selected or principal-selected assessments.~~

164 (c) ~~Each district school board must adopt policies for~~
 165 ~~selection, development, administration, and scoring of local~~
 166 ~~assessments and for collection of assessment results. Local~~
 167 ~~assessments implemented under subparagraphs (b) 4. and 5. may~~
 168 ~~include a variety of assessment formats, including, but not~~
 169 ~~limited to, project-based assessments, adjudicated performances,~~
 170 ~~and practical application assignments. For all English Language~~
 171 ~~Arts, mathematics, science, and social studies courses offered~~
 172 ~~in the district that are used to meet graduation requirements~~
 173 ~~under s. 1002.3105, s. 1003.4281, or s. 1003.4282 and that are~~
 174 ~~not otherwise assessed by statewide, standardized assessments,~~

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175 ~~the district school board must select the assessments described~~
 176 ~~in subparagraphs (b)1.-4.~~

177 ~~(e)~~ The Commissioner of Education shall identify methods to
 178 assist and support districts in the development and acquisition
 179 of local assessments ~~required under this subsection~~. Methods may
 180 include developing item banks, facilitating the sharing of
 181 developed tests among school districts, acquiring assessments
 182 from state and national curriculum-area organizations, and
 183 providing technical assistance in best professional practices of
 184 test development based upon state-adopted curriculum standards,
 185 administration, and security.

186 (c) ~~(e)~~ Each school district shall establish schedules for
 187 the administration of any district-required local ~~district-~~
 188 ~~mandated~~ assessment and approve the schedules as an agenda item
 189 at a district school board meeting. A school district may not
 190 schedule more than 5 percent of a student's total school hours
 191 in a school year to administer statewide, standardized
 192 assessments and district-required local assessments. The
 193 district must secure written consent from a student's parent
 194 before administering district-required local assessments that,
 195 after applicable statewide, standardized assessments are
 196 scheduled, exceed the 5 percent test administration limit for
 197 that student under this paragraph. The 5 percent test
 198 administration limit for a student under this paragraph may be
 199 exceeded as needed to provide test accommodations that are
 200 required by an IEP or are appropriate for an English language
 201 learner who is currently receiving services in a program
 202 operated in accordance with an approved English language learner
 203 district plan pursuant to s. 1003.56. Notwithstanding this

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204 paragraph, a student may choose within a school year to take an
 205 examination or assessment adopted by State Board of Education
 206 rule pursuant to this section and ss. 1007.27, 1008.30, and
 207 1008.44. The school district shall adopt its ~~publish the~~ testing
 208 schedule for statewide, standardized assessments and district
 209 required local assessments ~~schedules on its website,~~ clearly
 210 specifying the estimates of average time for administering each
 211 assessment by grade level. The district must publish on its
 212 website ~~district-mandated assessments,~~ and report the schedules
 213 to the Department of Education, in a format prescribed by the
 214 department, by October 1 of each year.

215 Section 3. Paragraph (b) of subsection (2), subsections (3)
 216 and (4), paragraphs (a) and (c) of subsection (5), and paragraph
 217 (a) of subsection (8) of section 1008.25, Florida Statutes, are
 218 amended to read:

219 1008.25 Public school student progression; remedial
 220 instruction; reporting requirements.-

221 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.-Each district
 222 school board shall establish a comprehensive plan for student
 223 progression which must:

224 (b) Identify the ~~Provide~~ specific levels of performance in
 225 reading, writing, science, and mathematics for each grade level,
 226 ~~including the levels of performance on the statewide,~~
 227 standardized assessments required by s. 1008.22 as defined by
 228 the commissioner, below which a student, pursuant to subsection
 229 (4), must receive remediation or be retained within an intensive
 230 program that is different from the previous year's program and
 231 that takes into account the student's learning style.

232 (3) ALLOCATION OF RESOURCES.-District school boards shall

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233 allocate remedial and supplemental instruction resources to
 234 students in the following priority:

235 (a) Students who are deficient in reading by the end of
 236 grade 3.

237 (b) Students who fail to meet performance levels required
 238 for promotion consistent with the district school board's plan
 239 for student progression ~~required in paragraph (2) (b)~~.

240 (4) ASSESSMENT AND REMEDIATION.—

241 (a) Each student must participate in the statewide,
 242 standardized assessment program required by s. 1008.22. Each
 243 student who ~~does not meet specific levels of performance on the~~
 244 ~~required assessments as determined by the district school board~~
 245 ~~or who scores below Level 3 on the statewide, standardized~~
 246 Reading assessment or, upon implementation, the English Language
 247 Arts assessment or on the statewide, standardized Mathematics
 248 assessments in grades 3 through 8 and the Algebra I EOC
 249 assessment must be provided with additional diagnostic
 250 assessments to determine the nature of the student's difficulty,
 251 the areas of academic need, and strategies for appropriate
 252 intervention and instruction as described in paragraph (b).

253 (b) The school in which the student is enrolled must
 254 develop, in consultation with the student's parent, and must
 255 implement a progress monitoring plan. A progress monitoring plan
 256 is intended to provide the school district and the school
 257 flexibility in meeting the academic needs of the student and to
 258 reduce paperwork. A student who is not meeting the ~~school~~
 259 ~~district or~~ state requirements for proficiency in reading and
 260 mathematics shall be covered by one of the following plans to
 261 target instruction and identify ways to improve his or her

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262 academic achievement:

263 1. A federally required student plan such as an individual
 264 education plan;

265 ~~2. A schoolwide system of progress monitoring for all~~
 266 ~~students,~~ or

267 2.3. An individualized progress monitoring plan.

268

269 The plan chosen must be designed to assist the student ~~or the~~
 270 ~~school~~ in meeting state ~~and district~~ expectations for
 271 proficiency. If the student has been identified as having a
 272 deficiency in reading, the K-12 comprehensive reading plan
 273 required by s. 1011.62(9) shall include instructional and
 274 support services to be provided to meet the desired levels of
 275 performance. District school boards may require low-performing
 276 students to attend remediation programs held before or after
 277 regular school hours or during the summer if transportation is
 278 provided.

279 (c) Upon subsequent evaluation, if the documented
 280 deficiency has not been remediated, the student may be retained.
 281 Each student who does not meet the minimum performance
 282 expectations identified in paragraph (2) (b) defined by the
 283 ~~Commissioner of Education for the statewide assessment tests in~~
 284 ~~reading, writing, science, and mathematics~~ must continue to be
 285 provided with remedial or supplemental instruction until the
 286 expectations are met or the student graduates from high school
 287 or is not subject to compulsory school attendance.

288 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

289 (a) Any student who exhibits a substantial deficiency in
 290 reading, based upon ~~locally determined or~~ statewide assessments

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291 conducted in kindergarten or grade 1, grade 2, or grade 3, such
 292 as the statewide kindergarten screening administered under s.
 293 1002.69 and subsequent related reading readiness screening or
 294 ~~through teacher observations~~, must be given intensive reading
 295 instruction immediately following the identification of the
 296 reading deficiency. The student's reading proficiency must be
 297 reassessed ~~by locally determined assessments or through teacher~~
 298 ~~observations at the beginning of the grade following the~~
 299 ~~intensive reading instruction~~. The student must continue to be
 300 provided with intensive reading instruction until the reading
 301 deficiency is remedied.

302 (c) The parent of any student who exhibits a substantial
 303 deficiency in reading, as described in paragraph (a), must be
 304 notified in writing of the following:

305 1. That his or her child has been identified as having a
 306 substantial deficiency in reading.

307 2. A description of the current services that are provided
 308 to the child.

309 3. A description of the proposed supplemental instructional
 310 services and supports that will be provided to the child that
 311 are designed to remediate the identified area of reading
 312 deficiency.

313 4. That if the child's reading deficiency is not remediated
 314 by the end of grade 3, the child must be retained unless he or
 315 she is exempt from mandatory retention for good cause.

316 5. Strategies for parents to use in helping their child
 317 succeed in reading proficiency.

318 6. That the statewide, standardized assessment required
 319 under s. 1008.22 for grade 3 Florida Comprehensive Assessment

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320 ~~Test (FCAT)~~ is not the sole determiner of promotion and that
 321 additional evaluations, portfolio reviews, and assessments are
 322 available to the child to assist parents and the school district
 323 in knowing when a child is reading at or above grade level and
 324 ready for grade promotion.

325 7. The district's specific criteria and policies for a
 326 portfolio as provided in subparagraph (6)(b)4. and the evidence
 327 required for a student to demonstrate mastery of Florida's
 328 academic standards for English Language Arts. A parent of a
 329 student in grade 3 who is identified anytime during the year as
 330 being at risk of retention may request that the school
 331 immediately begin collecting evidence for a portfolio.

332 8. The district's specific criteria and policies for
 333 midyear promotion. Midyear promotion means promotion of a
 334 retained student at any time during the year of retention once
 335 the student has demonstrated ability to read at grade level.

336 (8) ANNUAL REPORT.—

337 (a) In addition to the requirements in paragraph (5)(b),
 338 each district school board must annually report to the parent of
 339 each student the progress of the student toward achieving state
 340 ~~and district~~ expectations for proficiency in reading, writing,
 341 science, and mathematics. The district school board must report
 342 to the parent the student's results on each statewide assessment
 343 test. The evaluation of each student's progress must be based
 344 upon the student's classroom work, observations, tests, district
 345 and state assessments, and other relevant information. Progress
 346 reporting must be provided to the parent in writing in a format
 347 adopted by the district school board.

348 Section 4. Subsections (1) and (3) of section 1008.30,

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349 Florida Statutes, are amended to read:

350 1008.30 Common placement testing for public postsecondary
351 education.—

352 (1) The State Board of Education, in conjunction with the
353 Board of Governors, shall develop and implement a common
354 placement test for the purpose of assessing the basic
355 computation and communication skills of students who intend to
356 enter a degree program at any public postsecondary educational
357 institution. Alternative assessments, such as the SAT, ACT, and
358 other assessments identified by rule, that may be accepted in
359 lieu of the common placement test ~~shall also be identified in~~
360 ~~rule~~. Public postsecondary educational institutions shall
361 provide appropriate modifications of the test instruments or
362 test procedures for students with disabilities.

363 (3) The State Board of Education shall adopt rules that
364 authorize ~~require~~ high schools, at the request of a parent, to
365 evaluate before the beginning of grade 12 the college readiness
366 of a each student who scores Level 2 or Level 3 on grade 10 FCAT
367 Reading or the English Language Arts assessment under s.
368 1008.22, as applicable, or Level 2, Level 3, or Level 4 on the
369 Algebra I assessment under s. 1008.22. High schools may ~~shall~~
370 perform this evaluation using results from the corresponding
371 component of the common placement test prescribed in this
372 section, or an alternative test identified by the State Board of
373 Education, such as the SAT, ACT, and other assessments
374 identified by rule. The high school shall use the results of the
375 test to advise the students of any identified deficiencies and
376 to recommend ~~provide 12th grade students, and require them to~~
377 ~~complete~~, appropriate postsecondary preparatory instruction

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378 before high school graduation as an option to 12th grade
379 students. The curriculum provided under this subsection shall be
380 identified in rule by the State Board of Education and encompass
381 Florida's Postsecondary Readiness Competencies. Other elective
382 courses may not be substituted for the selected postsecondary
383 mathematics, reading, writing, or English Language Arts
384 preparatory course unless the elective course covers the same
385 competencies included in the postsecondary mathematics, reading,
386 writing, or English Language Arts preparatory course.

387 Section 5. Subsection (7) of section 1008.34, Florida
388 Statutes, is amended to read:

389 1008.34 School grading system; school report cards;
390 district grade.—

391 (7) TRANSITION.—School grades pursuant to this section and
392 school improvement ratings pursuant to s. 1008.341 for the 2013-
393 2014 school year shall be calculated based on statutes and rules
394 in effect on June 30, 2014. To assist in the transition to 2014-
395 2015 school grades and school improvement ratings, calculated
396 based on new statewide, standardized assessments administered
397 pursuant to s. 1008.22, the 2014-2015 school grades and school
398 improvement ratings shall serve as an informational baseline for
399 schools to work toward improved performance in future years.
400 Accordingly, notwithstanding any other provision of law:

401 (a) A school may not be required to select and implement a
402 turnaround option pursuant to s. 1008.33 in the 2015-2016 school
403 year based on the school's 2014-2015 grade or school improvement
404 rating under s. 1008.341, as applicable.

405 (b)1. A school or approved provider under s. 1002.45 that
406 receives the same or a lower school grade or school improvement

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 407 rating for the 2014-2015 school year compared to the 2013-2014
 408 school year is not subject to sanctions or penalties that would
 409 otherwise occur as a result of the 2014-2015 school grade or
 410 rating. A charter school system or a school district designated
 411 as high performing may not lose the designation based on the
 412 2014-2015 school grades of any of the schools within the charter
 413 school system or school district, as applicable.

414 2. The Florida School Recognition Program established under
 415 s. 1008.36 shall continue to be implemented as otherwise
 416 provided in the General Appropriations Act.

417 (c) For purposes of determining grade 3 retention pursuant
 418 to s. 1008.25(5) and high school graduation pursuant to s.
 419 1003.4282, student performance on the 2014-2015 statewide,
 420 standardized assessments shall be linked to 2013-2014 student
 421 performance expectations.

422 This subsection is repealed July 1, 2017.

423 Section 6. Paragraph (a) of subsection (3) and subsections
 424 (7) and (8) of section 1012.34, Florida Statutes, are amended to
 425 read:

426 1012.34 Personnel evaluation procedures and criteria.—

427 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
 428 personnel and school administrator performance evaluations must
 429 be based upon the performance of students assigned to their
 430 classrooms or schools, as provided in this section. Pursuant to
 431 this section, a school district's performance evaluation is not
 432 limited to basing unsatisfactory performance of instructional
 433 personnel and school administrators solely upon student
 434 performance, but may include other criteria approved to evaluate
 435

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 436 instructional personnel and school administrators' performance,
 437 or any combination of student performance and other approved
 438 criteria. Evaluation procedures and criteria must comply with,
 439 but are not limited to, the following:

440 (a) A performance evaluation must be conducted for each
 441 employee at least once a year, except that a classroom teacher,
 442 as defined in s. 1012.01(2)(a), excluding substitute teachers,
 443 who is newly hired by the district school board must be observed
 444 and evaluated at least twice in the first year of teaching in
 445 the school district. The performance evaluation must be based
 446 upon sound educational principles and contemporary research in
 447 effective educational practices. The evaluation criteria must
 448 include:

449 1. Performance of students.—At least 33 ~~50~~ percent of a
 450 performance evaluation must be based upon data and indicators of
 451 student learning growth assessed annually by statewide
 452 assessments or, for subjects and grade levels not measured by
 453 statewide assessments, by school district assessments pursuant
 454 to subsection (7) as provided in s. 1008.22(6). Each school
 455 district must use the formula adopted pursuant to paragraph
 456 (7)(a) for measuring student learning growth in all courses
 457 associated with statewide assessments and must select an equally
 458 appropriate formula for measuring student learning growth for
 459 all other grades and subjects, except as otherwise provided in
 460 subsection (7).

461 a. For classroom teachers, as defined in s. 1012.01(2)(a),
 462 excluding substitute teachers, the student learning growth
 463 portion of the evaluation must include growth data for students
 464 assigned to the teacher over the course of at least 3 years. If

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465 less than 3 years of data are available, the years for which
 466 data are available must be used and the percentage of the
 467 evaluation based upon student learning growth may be reduced to
 468 not less than 30 ~~40~~ percent.

469 b. For instructional personnel who are not classroom
 470 teachers, the student learning growth portion of the evaluation
 471 must include growth data on statewide assessments for students
 472 assigned to the instructional personnel over the course of at
 473 least 3 years, or may include a combination of student learning
 474 growth data and other measurable student outcomes that are
 475 specific to the assigned position, provided that the student
 476 learning growth data accounts for not less than 30 percent of
 477 the evaluation. If less than 3 years of student growth data are
 478 available, the years for which data are available must be used
 479 and the percentage of the evaluation based upon student learning
 480 growth may be reduced to not less than 20 percent.

481 c. For school administrators, the student learning growth
 482 portion of the evaluation must include growth data for students
 483 assigned to the school over the course of at least 3 years. If
 484 less than 3 years of data are available, the years for which
 485 data are available must be used and the percentage of the
 486 evaluation based upon student learning growth may be reduced to
 487 not less than 30 ~~40~~ percent.

488 2. Instructional practice.—At least 33 percent of a
 489 performance evaluation ~~criteria used~~ when annually observing
 490 classroom teachers, as defined in s. 1012.01(2)(a), excluding
 491 substitute teachers, must include indicators based upon each of
 492 the Florida Educator Accomplished Practices adopted by the State
 493 Board of Education. Multiple observations must be used by

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494 administrative personnel to evaluate the performance of each
 495 classroom teacher. For instructional personnel who are not
 496 classroom teachers, evaluation criteria must be based upon
 497 indicators of the Florida Educator Accomplished Practices and
 498 may include specific job expectations related to student
 499 support.

500 3. Instructional leadership.—At least 30 percent of a
 501 performance evaluation for school administrators, evaluation
 502 criteria must include indicators based upon each of the
 503 leadership standards adopted by the State Board of Education
 504 under s. 1012.986, including performance measures related to the
 505 effectiveness of classroom teachers in the school, the
 506 administrator's appropriate use of evaluation criteria and
 507 procedures, recruitment and retention of effective and highly
 508 effective classroom teachers, improvement in the percentage of
 509 instructional personnel evaluated at the highly effective or
 510 effective level, and other leadership practices that result in
 511 student learning growth. The system may include a means to give
 512 parents and instructional personnel an opportunity to provide
 513 input into the administrator's performance evaluation.

514 4. Professional and job responsibilities.—For instructional
 515 personnel and school administrators, no more than 33 percent of
 516 a performance evaluation must include other professional and job
 517 responsibilities ~~must be included~~ as adopted by the State Board
 518 of Education. The district school board may identify additional
 519 professional and job responsibilities. Peer reviews may be used
 520 for this component.

521 (7) MEASUREMENT OF STUDENT LEARNING GROWTH; STATE AND LOCAL
 522 ASSESSMENTS.—

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523 (a) The Commissioner of Education shall approve a formula
 524 to measure individual student learning growth on the statewide,
 525 standardized assessments in English Language Arts and
 526 mathematics administered under s. 1008.22. The formula must take
 527 into consideration each student's prior academic performance.
 528 The formula must not set different expectations for student
 529 learning growth based upon a student's gender, race, ethnicity,
 530 or socioeconomic status. In the development of the formula, the
 531 commissioner shall consider other factors such as a student's
 532 attendance record, disability status, or status as an English
 533 language learner. The commissioner shall select additional
 534 formulas as appropriate for the remainder of the statewide
 535 assessments included under s. 1008.22 and continue to select
 536 formulas as new assessments are implemented in the state system.
 537 After the commissioner approves the formula to measure
 538 individual student learning growth, the State Board of Education
 539 shall adopt these formulas in rule.

540 (b) For courses associated with the statewide, standardized
 541 assessments under s. 1008.22, each school district shall measure
 542 student learning growth using the formulas approved by the
 543 commissioner under paragraph (a) ~~for courses associated with the~~
 544 ~~statewide, standardized assessments administered under s.~~
 545 ~~1008.22~~ no later than the school year immediately following the
 546 year the formula is approved by the commissioner.

547 (c) For grades and subjects not assessed by statewide,
 548 standardized assessments, but otherwise locally assessed
 549 pursuant to paragraph (d) as required under s. 1008.22(6), each
 550 school district shall measure performance of students using a
 551 methodology determined by the district. The department shall

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552 provide models for measuring performance of students which
 553 school districts may adopt. However, for a course that is not
 554 measured by a statewide, standardized assessment:

555 ~~1.(c) For a course that is not measured by a statewide,~~
 556 ~~standardized assessment,~~ A school district may request, through
 557 the evaluation system approval process, to use a student's
 558 achievement level rather than student learning growth if
 559 achievement is demonstrated to be a more appropriate measure of
 560 classroom teacher performance. A school district may also
 561 request to use a combination of student learning growth and
 562 achievement, if appropriate.

563 ~~2.(d) For a course that is not measured by a statewide,~~
 564 ~~standardized assessment,~~ A school district may request, through
 565 the evaluation system approval process, that the performance
 566 evaluation for the classroom teacher assigned to that course
 567 include the learning growth of his or her students on one or
 568 more statewide, standardized assessments. The request must
 569 clearly explain the rationale supporting the request.

570 ~~3.(e) For purposes of this section and only for the 2014-~~
 571 ~~2015 school year,~~ a school district may use measurable learning
 572 targets on local assessments administered under paragraph (d)
 573 and s. 1008.22(6) to evaluate the performance of students
 574 portion of a classroom teacher's evaluation ~~for courses that are~~
 575 ~~not assessed by statewide, standardized assessments.~~ Learning
 576 targets must be approved by the school principal. A district
 577 school superintendent may assign to instructional personnel in
 578 an instructional team the student learning growth of the
 579 instructional team's students on statewide assessments. This
 580 subparagraph ~~paragraph~~ expires July 1, 2015.

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581 (d)1. Pursuant to s. 1008.22(6), school districts are
 582 responsible for the measurement of student performance in all
 583 subjects and grade levels, except those subjects and grade
 584 levels measured under the statewide, standardized assessment
 585 program. For subjects and grade levels not measured under the
 586 statewide, standardized program, each school district is
 587 responsible for administering local assessments that measure
 588 student mastery of course content at the necessary level of
 589 rigor. A school district may not administer a local assessment
 590 for subjects and grade levels that are measured under the
 591 statewide, standardized end-of-course assessments. As adopted
 592 pursuant to State Board of Education rule, course content is set
 593 forth in the state standards required by s. 1003.41 and in the
 594 course description. Local assessments may include:

595 a. Statewide assessments.
 596 b. Other standardized assessments, including nationally
 597 recognized standardized assessments.
 598 c. Industry certification assessments.
 599 d. District-developed or district-selected assessments.
 600 e. Teacher-selected or principal-selected assessments.

601 2. Each district school board must adopt policies for
 602 selection, development, administration, and scoring of district-
 603 required local assessments and for collection of assessment
 604 results. The school district must provide a student's
 605 performance results on local assessments to the student's
 606 teachers and parents within 30 days after administering such
 607 assessments. Local assessments may include a variety of
 608 assessment formats, including, but not limited to, project-based
 609 assessments, adjudicated performances, and practical application

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610 assignments. For all English Language Arts, mathematics,
 611 science, and social studies courses offered in the district
 612 which are used to meet graduation requirements under s.
 613 1002.3105, s. 1003.4281, or s. 1003.4282 and which are not
 614 otherwise assessed by statewide, standardized assessments, the
 615 district school board must select the assessments described in
 616 sub-subparagraphs (d)1.a.-d. For an instructional personnel
 617 employee or school administrator to be eligible for salary
 618 adjustment under the performance salary schedule, pursuant to s.
 619 1012.22, the student performance component of his or her
 620 performance evaluation must be based on an assessment described
 621 in sub-subparagraphs (d)1.a.-d. using a methodology determined
 622 by the school district pursuant to paragraph (c).

623 (8) RULEMAKING.—No later than August 1, 2015, the State
 624 Board of Education shall adopt rules pursuant to ss. 120.536(1)
 625 and 120.54 which establish uniform procedures for the
 626 submission, review, and approval of district evaluation systems
 627 and reporting requirements for the annual evaluation of
 628 instructional personnel and school administrators; specific,
 629 discrete standards for each performance level required under
 630 subsection (2) to ensure clear and sufficient differentiation in
 631 the performance levels and to provide consistency in meaning
 632 across school districts; the measurement of student learning
 633 growth and associated implementation procedures required under
 634 subsection (7); and a process for monitoring school district
 635 implementation of evaluation systems in accordance with this
 636 section. Specifically, the rules shall establish student
 637 performance levels that if not met will result in the employee
 638 receiving an unsatisfactory performance evaluation rating. In

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639 like manner, the rules shall establish a student performance
640 level that must be met in order for an employee to receive a
641 highly effective rating and a student learning growth standard
642 that must be met in order for an employee to receive an
643 effective rating.

644 Section 7. Section 1012.3401, Florida Statutes, is amended
645 to read:

646 1012.3401 Requirements for measuring student performance in
647 instructional personnel and school administrator performance
648 evaluations; performance evaluation of personnel for purposes of
649 performance salary schedule.-Notwithstanding any provision to
650 the contrary in ss. 1012.22 and 1012.34 regarding the
651 performance salary schedule and personnel evaluation procedures
652 and criteria:

653 (1) At least 33 ~~50~~ percent of a classroom teacher's or
654 school administrator's performance evaluation, ~~or 40 percent if~~
655 ~~less than 3 years of student performance data are available,~~
656 shall be based upon learning growth or achievement of the
657 teacher's students or, for a school administrator, the students
658 attending that school; the remaining portion shall be based upon
659 factors identified in district-determined, state-approved
660 evaluation system plans. Student achievement measures for
661 courses associated with statewide assessments may be used only
662 if a statewide growth formula has not been approved for that
663 assessment or, for courses associated with school district
664 assessments, if achievement is demonstrated to be a more
665 appropriate measure of teacher performance.

666 (2) The student performance data used in the performance
667 evaluation of nonclassroom instructional personnel shall be

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668 based on student outcome data that reflects the actual
669 contribution of such personnel to the performance of the
670 students assigned to the individual in the individual's areas of
671 responsibility.

672 (3) For purposes of the performance salary schedule in s.
673 1012.22, the student assessment data in the performance
674 evaluation must be from statewide assessments or local district-
675 ~~determined~~ assessments pursuant to ss. 1008.22(6) and 1012.34(7)
676 ~~as required in s. 1008.22(6)~~ in the subject areas taught.

677 Section 8. School district contingency plan.-
678 Notwithstanding s. 1008.34(7), Florida Statutes, a school
679 district may, by majority vote of the district school board,
680 request approval from the State Board of Education to waive all
681 requirements and benefits outlined in ss. 1008.34(7), 1008.36,
682 and 1003.621, Florida Statutes, and instead use results from
683 student performance on the new statewide, standardized
684 assessments administered in the 2014-2015 school year pursuant
685 to s. 1008.22, Florida Statutes, for diagnostic and baseline
686 purposes only.

687 (1) A school district's request must be submitted to the
688 Commissioner of Education by the school district superintendent,
689 during the period from the last day of administration of
690 statewide, standardized assessments through June 5, 2015, in
691 accordance with the guidelines established by the commissioner.
692 At a minimum, the request, must include identification of:

693 (a) The scope of the request, to apply either to the school
694 district or to a school or certain schools within the school
695 district. The request must be made at a district or school
696 level. The request may not be made at a grade level, a subject-

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697 area level, or another level.

698 (b) The reason for the request, including a description of
 699 the systemic or unique technical implementation failure.
 700 Quantifiable data substantiating the reason for such failure
 701 must accompany the request. A school district's inability to
 702 assess the minimum percentage of students pursuant to ss.
 703 1008.34 and 1008.341, Florida Statutes, does not constitute a
 704 reasonable justification for requesting the waiver under this
 705 section.

706 (c) The school district's corrective action plan, which has
 707 been adopted by the district school board, and certification
 708 that the identified technical implementation failure must be
 709 resolved in time for successful administration of the statewide,
 710 standardized assessments during the 2015-2016 school year and
 711 each school year thereafter. The district must identify how the
 712 district plans to allocate resources and technical assistance
 713 that the district needs from the Department of Education to
 714 facilitate the district's successful resolution of technical
 715 deficiencies.

716 (d) The school district's plan for using the diagnostic
 717 data to facilitate continuous improvement in student performance
 718 and the effectiveness of schools, instructional personnel, and
 719 school administrators; public reporting on the performance of
 720 students, schools, and the district; and informing parents about
 721 instruction associated with remediation and retention and
 722 options available to students including acceleration,
 723 graduation, and school choice. The district must also describe
 724 its plans for implementing student progression plans,
 725 performance evaluations of instructional personnel and school

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726 administrators, performance salary schedule requirements, and
 727 other uses as identified by the commissioner.

728 (2) The commissioner shall review each request for a waiver
 729 and consult with the applicable school district superintendent.
 730 The commissioner shall make, and provide reasons for,
 731 recommendations to the State Board of Education regarding
 732 granting or denying a request for waiver. The state board may
 733 consider recommendations made by the commissioner to approve or
 734 deny school district requests. Notwithstanding any other
 735 provision of law, the commissioner's recommendation to approve a
 736 request may, after consultation with the school district
 737 superintendent, include conditional requirements that must apply
 738 if approved by the state board. The decision of the state board,
 739 including any modifications adopted by the state board, is
 740 final.

741 (3) For only the 2014-2015 school year, if a waiver is
 742 granted under this section:

743 (a) A school or a school district may not receive a school
 744 grade, school improvement rating, or school district grade, as
 745 applicable.

746 (b) A school may, at the school district's discretion,
 747 choose to use new statewide, standardized assessment results in
 748 performance evaluations of instructional personnel and school
 749 administrators.

750 (c) A school district shall continue to have its student
 751 performance results included in the statewide, standardized
 752 assessment results published by the department pursuant to s.
 753 1008.22, Florida Statutes.

754 (d) A school shall forfeit eligibility to earn school

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755 recognition funds pursuant to s. 1008.36, Florida Statutes, as
756 provided in the General Appropriations Act.

757 (e) A school district shall forfeit the district's
758 eligibility to earn the designation and benefits associated with
759 high performing school districts pursuant to s. 1003.621,
760 Florida Statutes.

761
762 This section expires July 1, 2016.

763 Section 9. The Office of Program Policy Analysis and
764 Government Accountability (OPPAGA) shall conduct a year-long
765 study, beginning no later than August 1, 2015, to assess the
766 cost-effectiveness of the Department of Education leasing
767 examination questions from the American Institute for Research
768 compared with using questions from an existing examination. No
769 later than December 1, 2016, OPPAGA shall provide a report
770 summarizing the findings of the study to the President of the
771 Senate and the Speaker of the House of Representatives.

772 Section 10. Paragraph (a) of subsection (5) of section
773 1003.4282, Florida Statutes, is amended to read:

774 1003.4282 Requirements for a standard high school diploma.—

775 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

776 (a) Each year a student scores Level 1 or Level 2 on the
777 statewide, standardized grade 9 or grade 10 Reading assessment
778 or, when implemented, the grade 9 or, grade 10, ~~or grade 11~~ ELA
779 assessment, the student may, as an option to the student, enroll
780 ~~must be enrolled in and complete~~ an intensive remedial course
781 the following year or be placed in a content area course that
782 includes remediation of skills not acquired by the student.

783 Section 11. Paragraph (a) of subsection (1) of section

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784 1003.4285, Florida Statutes, is amended to read:

785 1003.4285 Standard high school diploma designations.—

786 (1) Each standard high school diploma shall include, as
787 applicable, the following designations if the student meets the
788 criteria set forth for the designation:

789 (a) *Scholar designation.*—In addition to the requirements of
790 s. 1003.4282, in order to earn the Scholar designation, a
791 student must satisfy the following requirements:

792 1. ~~English Language Arts (ELA).~~—Beginning with students
793 entering grade 9 in the 2014-2015 school year, ~~pass the~~
794 ~~statewide, standardized grade 11 ELA assessment.~~

795 2. *Mathematics.*—Earn one credit in Algebra II and one
796 credit in statistics or an equally rigorous course. Beginning
797 with students entering grade 9 in the 2014-2015 school year,
798 pass the Algebra II and Geometry statewide, standardized
799 assessments.

800 2.3. *Science.*—Pass the statewide, standardized Biology I
801 EOC assessment and earn one credit in chemistry or physics and
802 one credit in a course equally rigorous to chemistry or physics.
803 However, a student enrolled in an Advanced Placement (AP),
804 International Baccalaureate (IB), or Advanced International
805 Certificate of Education (AICE) Biology course who takes the
806 respective AP, IB, or AICE Biology assessment and earns the
807 minimum score necessary to earn college credit as identified
808 pursuant to s. 1007.27(2) meets the requirement of this
809 subparagraph without having to take the statewide, standardized
810 Biology I EOC assessment.

811 3.4. *Social studies.*—Pass the statewide, standardized
812 United States History EOC assessment. However, a student

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813 enrolled in an AP, IB, or AICE course that includes United
 814 States History topics who takes the respective AP, IB, or AICE
 815 assessment and earns the minimum score necessary to earn college
 816 credit as identified pursuant to s. 1007.27(2) meets the
 817 requirement of this subparagraph without having to take the
 818 statewide, standardized United States History EOC assessment.

819 ~~4.5-~~ Foreign language.—Earn two credits in the same foreign
 820 language.

821 ~~5.6-~~ Electives.—Earn at least one credit in an Advanced
 822 Placement, an International Baccalaureate, an Advanced
 823 International Certificate of Education, or a dual enrollment
 824 course.

825 Section 12. Paragraph (c) of subsection (1) of section
 826 1012.22, Florida Statutes, is amended to read:

827 1012.22 Public school personnel; powers and duties of the
 828 district school board.—The district school board shall:

829 (1) Designate positions to be filled, prescribe
 830 qualifications for those positions, and provide for the
 831 appointment, compensation, promotion, suspension, and dismissal
 832 of employees as follows, subject to the requirements of this
 833 chapter:

834 (c) *Compensation and salary schedules.*—

835 1. Definitions.—As used in this paragraph, the term:

836 a. "Adjustment" means an addition to the base salary
 837 schedule that is not a bonus and becomes part of the employee's
 838 permanent base salary and shall be considered compensation under
 839 s. 121.021(22).

840 b. "Grandfathered salary schedule" means the salary
 841 schedule or schedules adopted by a district school board before

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842 July 1, 2014, pursuant to subparagraph 4.

843 c. "Instructional personnel" means instructional personnel
 844 as defined in s. 1012.01(2)(a)-(d), excluding substitute
 845 teachers.

846 d. "Performance salary schedule" means the salary schedule
 847 or schedules adopted by a district school board pursuant to
 848 subparagraph 5.

849 e. "Salary schedule" means the schedule or schedules used
 850 to provide the base salary for district school board personnel.

851 f. "School administrator" means a school administrator as
 852 defined in s. 1012.01(3)(c).

853 g. "Supplement" means an annual addition to the base salary
 854 for the term of the negotiated supplement as long as the
 855 employee continues his or her employment for the purpose of the
 856 supplement. A supplement does not become part of the employee's
 857 continuing base salary but shall be considered compensation
 858 under s. 121.021(22).

859 2. Cost-of-living adjustment.—A district school board may
 860 provide a cost-of-living salary adjustment if the adjustment:

861 a. Does not discriminate among comparable classes of
 862 employees based upon the salary schedule under which they are
 863 compensated.

864 b. Does not exceed 50 percent of the annual adjustment
 865 provided to instructional personnel rated as effective.

866 3. Advanced degrees.—A district school board may not use
 867 advanced degrees in setting a salary schedule for instructional
 868 personnel or school administrators hired on or after July 1,
 869 2011, unless the advanced degree is held in the individual's
 870 area of certification and is only a salary supplement.

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871 4. Grandfathered salary schedule.—

872 a. The district school board shall adopt a salary schedule
873 or salary schedules to be used as the basis for paying all
874 school employees hired before July 1, 2014. Instructional
875 personnel on annual contract as of July 1, 2014, shall be placed
876 on the performance salary schedule adopted under subparagraph 5.
877 Instructional personnel on continuing contract or professional
878 service contract may opt into the performance salary schedule if
879 the employee relinquishes such contract and agrees to be
880 employed on an annual contract under s. 1012.335. Such an
881 employee shall be placed on the performance salary schedule and
882 may not return to continuing contract or professional service
883 contract status. Any employee who opts into the performance
884 salary schedule may not return to the grandfathered salary
885 schedule.

886 b. In determining the grandfathered salary schedule for
887 instructional personnel, a district school board must base a
888 portion of each employee's compensation upon performance
889 demonstrated under s. 1012.34 and shall provide differentiated
890 pay for both instructional personnel and school administrators
891 based upon district-determined factors, including, but not
892 limited to, additional responsibilities, school demographics,
893 critical shortage areas, and level of job performance
894 difficulties.

895 5. Performance salary schedule.—By July 1, 2014, the
896 district school board shall adopt a performance salary schedule
897 that provides annual salary adjustments for instructional
898 personnel and school administrators based upon performance
899 determined under s. 1012.34. Employees hired on or after July 1,

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900 2014, or employees who choose to move from the grandfathered
901 salary schedule to the performance salary schedule shall be
902 compensated pursuant to the performance salary schedule once
903 they have received the appropriate performance evaluation for
904 this purpose. However, a classroom teacher whose performance
905 evaluation ~~uses~~ utilizes student learning growth measures
906 established under s. 1012.34(7)(c)3. ~~s. 1012.34(7)(c)~~ shall
907 remain under the grandfathered salary schedule until his or her
908 teaching assignment changes to a subject for which there is a
909 statewide, standardized assessment or district-required local ~~an~~
910 assessment or the school district establishes equally
911 appropriate measures of student learning growth as defined under
912 s. 1012.34 and rules of the State Board of Education.

913 a. Base salary.—The base salary shall be established as
914 follows:

915 (I) The base salary for instructional personnel or school
916 administrators who opt into the performance salary schedule
917 shall be the salary paid in the prior year, including
918 adjustments only.

919 (II) Beginning July 1, 2014, instructional personnel or
920 school administrators new to the district, returning to the
921 district after a break in service without an authorized leave of
922 absence, or appointed for the first time to a position in the
923 district in the capacity of instructional personnel or school
924 administrator shall be placed on the performance salary
925 schedule.

926 b. Salary adjustments.—Salary adjustments for highly
927 effective or effective performance shall be established as
928 follows:

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929 (I) The annual salary adjustment under the performance
 930 salary schedule for an employee rated as highly effective must
 931 be greater than the highest annual salary adjustment available
 932 to an employee of the same classification through any other
 933 salary schedule adopted by the district.

934 (II) The annual salary adjustment under the performance
 935 salary schedule for an employee rated as effective must be equal
 936 to at least 50 percent and no more than 75 percent of the annual
 937 adjustment provided for a highly effective employee of the same
 938 classification.

939 (III) The performance salary schedule shall not provide an
 940 annual salary adjustment for an employee who receives a rating
 941 other than highly effective or effective for the year.

942 c. Salary supplements.—In addition to the salary
 943 adjustments, each district school board shall provide for salary
 944 supplements for activities that must include, but are not
 945 limited to:

946 (I) Assignment to a Title I eligible school.

947 (II) Assignment to a school that earned a grade of "F" or
 948 three consecutive grades of "D" pursuant to s. 1008.34 such that
 949 the supplement remains in force for at least 1 year following
 950 improved performance in that school.

951 (III) Certification and teaching in critical teacher
 952 shortage areas. Statewide critical teacher shortage areas shall
 953 be identified by the State Board of Education under s. 1012.07.
 954 However, the district school board may identify other areas of
 955 critical shortage within the school district for purposes of
 956 this sub-sub-subparagraph and may remove areas identified by the
 957 state board which do not apply within the school district.

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958 (IV) Assignment of additional academic responsibilities.

959

960 If budget constraints in any given year limit a district school
 961 board's ability to fully fund all adopted salary schedules, the
 962 performance salary schedule ~~may shall~~ not be reduced on the
 963 basis of total cost or the value of individual awards in a
 964 manner that is proportionally greater than reductions to any
 965 other salary schedules adopted by the district.

966 Section 13. This act shall take effect upon becoming a law.

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Education Appropriations

		FY 2015-16 Chair's Proposed Budget							
		FTE	GR	EETF	SSTF	Other Trust	Tuition/Fees	Total	Non-Rec
1									
2	Early Learning Services	100.00	547,706,888	-	-	469,402,980	-	1,017,109,868	15,000,000
3									
4	State Grants/K12 FEFP		10,300,112,905	461,728,664	137,200,000	-	-	10,899,041,569	-
5									
6	State Grants/K12 Non-FEFP		167,630,388	-	-	141,513,823	-	309,144,211	-
7									
8	Federal Grants/K12 Programs		-	-	-	1,522,122,146	-	1,522,122,146	-
9									
10	Ed Media and Technology		10,048,503	-	-	-	-	10,048,503	-
11									
12	State Board of Education	1011.50	81,110,370	-	-	144,639,267	-	225,749,637	-
13									
14	District Workforce Education		310,318,161	79,157,830	-	113,697,324	-	503,173,315	4,800,000
15									
16	Florida Colleges		950,492,274	244,903,227	-	-	-	1,195,395,501	-
17									
18	State University System		2,304,466,723	273,555,149	-	5,074,903	1,902,333,393	4,485,430,168	-
19									
20	Vocational Rehabilitation	931.00	45,537,608	-	-	172,568,628	-	218,106,236	-
21									
22	Blind Services	299.75	17,175,621	-	-	37,624,972	-	54,800,593	-
23									
24	Private Colleges & Universities		149,649,302	-	-	-	-	149,649,302	-
25									
26	Student Financial Aid/State		111,040,640	297,823,973	-	11,039,519	-	419,904,132	206,750
27									
28	Student Financial Aid/Federal		-	-	-	165,000	-	165,000	-
29									
30	Board of Governors	63.00	6,810,617	-	-	1,025,145	-	7,835,762	-
31									
32									
33	TOTAL, EDUCATION	2,405.25	15,002,100,000	1,357,168,843	137,200,000	2,618,873,707	1,902,333,393	21,017,675,943	20,006,750

PreK-12 Appropriations

		FY 2015-16 Chair's Proposed Budget							
Policy Area/Budget Entity	FTE	GR	EETF	SSTF	Other Trust	Total	Non-Rec		
1								1	
2	EARLY LEARNING							2	
3	Early Learning Services	100.0	547,706,888	-	-	469,402,980	1,017,109,868	15,000,000	3
4								4	
5	PUBLIC SCHOOLS							5	
6	State Grants/K12 FEFP	-	10,300,112,905	461,728,664	137,200,000	-	10,899,041,569	-	6
7								7	
8	State Grants/K12 Non-FEFP	-	167,630,388	-	-	141,513,823	309,144,211	-	8
9								9	
10	Federal Grants/K12 Programs	-	-	-	-	1,522,122,146	1,522,122,146	-	10
11								11	
12	Ed Media & Technology Services	-	10,048,503	-	-	-	10,048,503	-	12
13								13	
14	STATE BOARD OF EDUCATION	1,011.5	81,110,370	-	-	144,639,267	225,749,637	-	14
15								15	
16								16	
17								17	
18	TOTAL, PUBLIC SCHOOLS	1,111.5	11,106,609,054	461,728,664	137,200,000	2,277,678,216	13,983,215,934	15,000,000	18

Early Learning Services

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		FTE	GR	Other Trust	Total	Non-Rec
1	SALARIES AND BENEFITS	100.0	4,243,061	3,496,166	7,739,227	-
2					-	-
3	TOTAL, SALARIES AND BENEFITS	100.0	4,243,061	3,496,166	7,739,227	-
4						
5	OTHER PERSONAL SERVICES		2,078	90,414	92,492	-
6					-	-
7	TOTAL, OTHER PERSONAL SERVICES		2,078	90,414	92,492	-
8						
9	EXPENSES		888,621	1,258,211	2,146,832	-
10					-	-
11	TOTAL, EXPENSES		888,621	1,258,211	2,146,832	-
12						
13	OPERATING CAPITAL OUTLAY		5,785	15,000	20,785	-
14					-	-
15	TOTAL, OPERATING CAPITAL OUTLAY		5,785	15,000	20,785	-
16						
17	G/A - CONTRACTED SERVICES		1,242,097	1,752,885	2,994,982	-
18	Deduct Prior Year Nonrecurring			(500,000)	(500,000)	-
19					-	-
20	TOTAL, G/A - CONTRACTED SERVICES		1,242,097	1,252,885	2,494,982	-
21						
22	G/A - PARTNERSHIP FOR SCHOOL READINESS				-	-
23	Recurring Funds:				-	-
24	Child Care Executive Partnership (CCEP)		4,393,695	10,606,305	15,000,000	-
25	Home Instruction Program for Preschool Youngsters (HIPPY)			3,900,000	3,900,000	-
26	Redlands Christian Migrant Association (RCMA)		3,508,331	8,479,766	11,988,097	-
27	Teacher Education and Compensation Helps (T.E.A.C.H.)			3,000,000	3,000,000	-
28	School Readiness Teacher Training - Lastinger			2,000,000	2,000,000	-
29	School Readiness Provider Performance Funding			10,500,000	10,500,000	-
30	The Fla Developmental Disabilities Council Help Me Grow		2,000,000		2,000,000	-
31	Deduct Prior Year Nonrecurring		(2,000,000)	(11,500,000)	(13,500,000)	-
31a	Duval Guiding Stars Pilot Program		1,000,000		1,000,000	-
32					-	-
33	TOTAL, PARTNERSHIP FOR SCHOOL READINESS		8,902,026	26,986,071	35,888,097	-
34						
35	G/A - SCHOOL READINESS		136,967,679	418,559,549	555,527,228	-
35a	Workload			15,000,000	15,000,000	15,000,000
36					-	-
37	TOTAL, SCHOOL READINESS		136,967,679	433,559,549	570,527,228	15,000,000
38						
39	G/A - DATA SYSTEMS FOR SCHOOL READINESS		240,595	656,242	896,837	-
40					-	-
41	TOTAL, DATA SYSTEMS FOR SCHOOL READINESS		240,595	656,242	896,837	-
42						

Early Learning Services

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
43	G/A-EARLY LEARNING STDS/ACCOUNTABILITY		4,458,892		4,458,892	-	43
44					-	-	44
45	TOTAL, G/A-EARLY LEARNING STDS/ACCOUNTABILITY		4,458,892	-	4,458,892	-	45
46							46
47	RISK MANAGEMENT INSURANCE		7,920	9,974	17,894	-	47
48					-	-	48
49	TOTAL, RISK MANAGEMENT INSURANCE		7,920	9,974	17,894	-	49
50							50
51	G/A - VOLUNTARY PREKINDERGARTEN PROGRAM		396,065,224		396,065,224	-	51
51a	Workload		(6,810,745)		(6,810,745)	-	51a
52					-	-	52
53	TOTAL, G/A - VOLUNTARY PREKINDERGARTEN PROGRAM		389,254,479	-	389,254,479	-	53
54							54
55	TR/DMS/HR SERVICES STW CONTRACT		27,379	8,928	36,307	-	55
56					-	-	56
57	TOTAL, TR/DMS/HR SERVICES STW CONTRACT		27,379	8,928	36,307	-	57
58							58
59	DATA PROCESSING SERVICES/EDU TECH/INFORMATION SRVCS		1,321,918	1,650,000	2,971,918	-	59
60					-	-	60
61	TOTAL, DP SERVICES/EDU TECH/INFORMATION SRVCS		1,321,918	1,650,000	2,971,918	-	61
62							62
63	DATA PROCESSING SERVICES/NORTHWEST REGIONAL DATA CENTER		50,116	145,857	195,973	-	63
63a	Increased Workload for Data Center to Support Agency		94,242	273,683	367,925	-	63a
64					-	-	64
65	TOTAL, DP SERVICES/NORTHWEST		144,358	419,540	563,898	-	65
66							66
67	TOTAL, EARLY LEARNING SERVICES	100.0	547,706,888	469,402,980	1,017,109,868	15,000,000	67
68							68
69	SALARY RATE ADJUSTMENT				5,712,450	-	69
70					-	-	70
71	TOTAL, SALARY RATE ADJUSTMENTS		-	-	5,712,450	-	71

Division of Public Schools - FEFP

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	EETF	SSTF	Total	Non-Rec
1	G/A-FEFP	7,087,439,923	242,352,820	170,169,274	7,499,962,017	-
2	Deduct Prior Year Nonrecurring			(74,030,372)	(74,030,372)	-
2a	Restore Nonrecurring Funds	74,030,372			74,030,372	-
2b	Workload	96,777,896			96,777,896	-
2c	Enhancement Funds	140,223,557			140,223,557	-
2d	Fund Shift: GR for EETF and SSTF	64,083,389	(18,983,389)	(45,100,000)	-	-
2e	FRS Contribution Rate Adjustment	(60,514,732)			(60,514,732)	-
2f	HIS Subsidy Adjustment	43,417,520			43,417,520	-
2g	Offset to FRS and HIS Adjustments	17,097,212			17,097,212	-
2h	Transfer Funds from State Board of Education for Administrative Efficiencies to the FEFP - Add	870,733			870,733	-
3					-	-
4	TOTAL, G/A-FEFP	7,463,425,870	223,369,431	51,038,902	7,737,834,203	-
5						
6	G/A-CLASS SIZE REDUCTION	2,823,166,322	103,776,356	86,161,098	3,013,103,776	-
7	Workload	13,520,713			13,520,713	-
8					-	-
9	TOTAL, G/A-CLASS SIZE REDUCTION	2,836,687,035	103,776,356	86,161,098	3,026,624,489	-
10						
11	G/A-DIST LOTTERY/SCHOOL RECOGNITION		134,582,877		134,582,877	-
12					-	-
13	TOTAL, G/A-DIST LOTTERY/SCHL RECOGNITION	-	134,582,877	-	134,582,877	-
14						
15	TOTAL FEFP	10,300,112,905	461,728,664	137,200,000	10,899,041,569	-

Division of Public Schools - State Grants/Non - FEFP

Appropriation Category		FY 2015-16 Chair's Proposed Budget			
		GR	Other Trust	Total	Non-Rec
1	G/A-INSTRUCTIONAL MATERIALS	1,230,000		1,230,000	-
2	Recurring Funds:			-	-
3	Learning through Listening	760,000		760,000	-
4	Nonrecurring Funds:				-
5	Learning through Listening	170,000		170,000	-
6	Panhandle Area Education Consortium (PAEC)	300,000		300,000	-
7	Deduct Prior Year Nonrecurring	(470,000)		(470,000)	-
7a	Program Reduction: Learning through Listening	(760,000)		(760,000)	-
8				-	-
9	TOTAL, G/A-INSTRUCTIONAL MATERIALS	-	-	-	-
10					
11	G/A-ASSIST LOW PERFORMING SCHOOLS	5,000,000		5,000,000	-
12	Deduct Prior Year Nonrecurring	(1,000,000)		(1,000,000)	-
12a	Restore Nonrecurring Funds	1,000,000		1,000,000	-
13				-	-
14	TOTAL, G/A- ASSIST LOW PERFORMING SCHOOLS	5,000,000	-	5,000,000	-
15					
16	G/A-MENTORING/STUDENT ASSISTANCE	23,058,720		23,058,720	-
17	Recurring Funds:			-	-
18	Best Buddies	650,000		650,000	-
19	Big Brothers Big Sisters	2,030,248		2,030,248	-
20	Florida Alliance of Boys and Girls Clubs	2,494,747		2,494,747	-
21	Take Stock in Children	6,000,000		6,000,000	-
22	Teen Trendsetters	300,000		300,000	-
23	YMCA State Alliance/YMCA Reads	764,972		764,972	-
24	Nonrecurring Funds:			-	-
25	Best Buddies	250,000		250,000	-
26	Big Brothers Big Sisters	4,000,000		4,000,000	-
27	Florida Alliance of Boys and Girls Clubs	2,518,753		2,518,753	-
28	Take Stock in Children	250,000		250,000	-
29	Teen Trendsetters	800,000		800,000	-
30	YMCA State Alliance/YMCA Reads	2,000,000		2,000,000	-
31	Advancement Via Individual Determination (AVID)	500,000		500,000	-
32	Boys and Girls Club of Manatee County - New DeSoto Club	500,000		500,000	-
33	Deduct Prior Year Nonrecurring	(10,818,753)		(10,818,753)	-
33a	Program Reduction: Florida Alliance of Boys and Girls Clubs	(494,747)		(494,747)	-
33b	Restore Nonrecurring Funds:			-	-
33c	Take Stock in Children	250,000		250,000	-
33d	Advancement Via Individual Determination (AVID)	500,000		500,000	-
34				-	-
35	TOTAL, G/A- MENTORING/STUDENT ASSISTANCE	12,495,220	-	12,495,220	-
36					
37	PERFORMANCE ADJUSTMENTS TO SCHOOL DISTRICTS	2,500,000		2,500,000	-

Division of Public Schools - State Grants/Non - FEFP

		FY 2015-16 Chair's Proposed Budget			
Appropriation Category		GR	Other Trust	Total	Non-Rec
38	Deduct Prior Year Nonrecurring	(2,500,000)		(2,500,000)	-
39				-	-
40	TOTAL, PERFORMANCE ADJUSTMENTS TO SCHOOL DISTRICTS	-	-	-	-
41					
42	G/A-COLLEGE REACH OUT PROGRAM	1,000,000		1,000,000	-
43				-	-
44	TOTAL, G/A-COLLEGE REACH OUT PROGRAM	1,000,000	-	1,000,000	-
45					
46	G/A-DIAG/LEARNING RESOURCE CENTERS	2,700,000		2,700,000	-
47	Recurring Funds:			-	-
48	Florida State University	450,000		450,000	-
49	UF Health Science Center at Jacksonville	450,000		450,000	-
50	University of Florida	450,000		450,000	-
51	University of Miami	450,000		450,000	-
52	University of South Florida	450,000		450,000	-
53	Keiser University	450,000		450,000	-
54				-	-
55	TOTAL, G/A-DIAG/LEARNING RESOURCE CENTERS	2,700,000	-	2,700,000	-
56					
57	G/A-NEW WORLD SCHOOL OF THE ARTS	650,000		650,000	-
58	Deduct Prior Year Nonrecurring	(150,000)		(150,000)	-
58a	Program Reduction	(175,000)		(175,000)	-
59				-	-
60	TOTAL, G/A-NEW WORLD SCHOOL OF THE ARTS	325,000	-	325,000	-
61					
62	G/A-SCHOOL DISTRICT MATCHING GRANT	4,500,000		4,500,000	-
63	Deduct Prior Year Nonrecurring	(500,000)		(500,000)	-
64				-	-
65	TOTAL, G/A-SCHOOL DISTRICT MATCHING GRANT	4,000,000	-	4,000,000	-
66					
67	TEACHER DEATH BENEFITS	18,000		18,000	-
68				-	-
69	TOTAL, TEACHER DEATH BENEFITS	18,000	-	18,000	-
70					
71	RISK MANAGEMENT INSURANCE	881,698	71,703	953,401	-
72				-	-
73	TOTAL, RISK MANAGEMENT INSURANCE	881,698	71,703	953,401	-
74					
75	G/A- AUTISM PROGRAM	9,000,000		9,000,000	-
76	Recurring Funds:			-	-
77	Florida Atlantic University	1,011,807		1,011,807	-
78	Florida State University (College of Medicine)	1,171,922		1,171,922	-
79	University of Central Florida	1,648,378		1,648,378	-

Division of Public Schools - State Grants/Non - FEFP

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
80	University of Florida (College of Medicine)	1,032,025		1,032,025	-	80
81	University of Florida (Jacksonville)	1,027,084		1,027,084	-	81
82	University of Miami (Department of Psychology) incl. \$ for Nova SE Univ	1,725,506		1,725,506	-	82
83	University of South Florida/Florida Mental Health Institute	1,383,278		1,383,278	-	83
84				-	-	84
85	TOTAL, G/A-AUTISM PROGRAM	9,000,000	-	9,000,000	-	85
86						86
87	G/A - REGIONAL ED CONSORTIUM SERVICES	2,545,390		2,545,390	-	87
88	Deduct Prior Year Nonrecurring	(1,100,000)		(1,100,000)	-	88
88a	Program Reduction	(578,158)		(578,158)	-	88a
89				-	-	89
90	TOTAL, REGIONAL ED CONSORTIUM SERVICES	867,232	-	867,232	-	90
91						91
92	TEACHER PROFESSIONAL DEVELOPMENT	13,462,548	134,580,906	148,043,454	-	92
93	Recurring Funds:			-	-	93
94	FL Association of District School Superintendents Training	500,000		500,000	-	94
95	Principal of the Year	29,426		29,426	-	95
96	School Related Personnel of the Year	6,182		6,182	-	96
97	Teacher of the Year	18,730		18,730	-	97
98	Administrator Professional Development	7,858,210		7,858,210	-	98
99	Nonrecurring Funds:			-	-	99
100	FL Association of District School Superintendents Training			-	-	100
101	Teacher of the Year	50,000		50,000	-	101
102	Teach for America	5,000,000		5,000,000	-	102
103	Deduct Prior Year Nonrecurring	(5,050,000)		(5,050,000)	-	103
103a	Program Reduction: Administrator Professional Development	(858,210)		(858,210)	-	103a
103b	Restore Nonrecurring Funds: Teach for America	2,500,000		2,500,000	-	103b
104				-	-	104
105	TOTAL, TEACHER PROFESSIONAL DEVELOPMENT	10,054,338	134,580,906	144,635,244	-	105
106						106
107	G/A - STRATEGIC STATEWIDE INITIATIVES	21,400,000		21,400,000	-	107
108	Recurring Funds:			-	-	108
109	Career and Education Planning System	3,000,000		3,000,000	-	109
110	Personal Learning Scholarship Accounts	18,400,000		18,400,000	-	110
111	Transfer Career and Education Planning System to UWF (HB 5101)	(3,000,000)		(3,000,000)	-	111
111a	Personal Learning Scholarship Accounts Workload	31,600,000		31,600,000	-	111a
112				-	-	112
113	TOTAL, G/A - STRATEGIC STATEWIDE INITIATIVES	50,000,000	-	50,000,000	-	113
114						114
115	G/A-SCHL/INSTRUCTIONAL ENHANCEMENTS	25,794,131		25,794,131	-	115
116	Recurring Funds:			-	-	116
117	Academic Tourney	65,476		65,476	-	117
118	African American Task Force	100,000		100,000	-	118

Division of Public Schools - State Grants/Non - FEFP

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
119	Arts for a Complete Education/Florida Alliance for Arts Education	110,952		110,952	-	119
120	Black Male Explorers	164,701		164,701	-	120
121	Florida Holocaust Museum	100,000		100,000	-	121
122	Girl Scouts of Florida	267,635		267,635	-	122
123	Holocaust Task Force	100,000		100,000	-	123
124	Learning for Life	869,813		869,813	-	124
125	Okaloosa County - Science and Technology Education Middle School	250,000		250,000	-	125
126	Pasco Regional STEM School/Tampa Bay Region Aeronautics	500,000		500,000	-	126
127	Project to Advance School Success (PASS)	508,983		508,983	-	127
128	State Science Fair	72,032		72,032	-	128
129	Nonrecurring Funds:			-	-	129
130	Academic Tourney	134,524		134,524	-	130
131	AMI Kids - Gadsden	500,000		500,000	-	131
132	AVID Highlands County	520,203		520,203	-	132
133	Black Male Explorers	150,000		150,000	-	133
134	CDC of Tampa - Work Readiness Training	200,000		200,000	-	134
135	City of Hialeah Education Academy	500,000		500,000	-	135
136	Coral Gables Environmental Sustainability Design Education Program	200,000		200,000	-	136
137	Coral Springs Safety Town	250,000		250,000	-	137
138	Culinary Training/Professional Training Kitchen	200,000		200,000	-	138
139	Destination Graduation	500,000		500,000	-	139
140	EO Wilson Biophillia Center	100,000		100,000	-	140
141	Florida Afterschool Network/Ounce of Prevention Fund of Florida	300,000		300,000	-	141
142	Florida Children's Initiative	1,500,000		1,500,000	-	142
143	Florida Healthy Choices Coalition/E3 Family Solutions	200,000		200,000	-	143
144	Florida Holocaust Museum	200,000		200,000	-	144
145	Florida Youth Challenge Academy	750,000		750,000	-	145
146	Girl Scouts of Florida	232,000		232,000	-	146
147	Glades Career Readiness Roundtable/West Tech Construction Academy	426,628		426,628	-	147
148	Hialeah Gardens Educational Center Programs	1,870,000		1,870,000	-	148
149	Holocaust Memorial Miami Beach	150,000		150,000	-	149
150	Jobs for Florida's Graduates	3,000,000		3,000,000	-	150
151	Knowledge is Power Program (KIPP) Jacksonville	900,000		900,000	-	151
152	Lauren's Kids	3,800,000		3,800,000	-	152
153	Learning for Life	1,050,000		1,050,000	-	153
154	Marie Selby Botanical Gardens	500,000		500,000	-	154
155	Men of Vision	100,000		100,000	-	155
156	Minority Male Mentoring Initiative	200,000		200,000	-	156
157	Mourning Family Foundation	500,000		500,000	-	157
158	Neighborhood Initiative Summer Job Program	100,000		100,000	-	158
159	PARC-Project Search	100,000		100,000	-	159
160	Pasco Regional STEM School/Tampa Bay Region Aeronautics	1,000,000		1,000,000	-	160
161	Pinellas Education Foundation - Career Path Planning	250,000		250,000	-	161

Division of Public Schools - State Grants/Non - FEFP

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
162	Project SOS Expansion	301,184		301,184	-	162
163	Project to Advance School Success (PASS)	100,000		100,000	-	163
164	Sandra DeLuca Development Center	200,000		200,000	-	164
165	The SEED School of Miami	1,400,000		1,400,000	-	165
166	Workforce Advantage Academy	100,000		100,000	-	166
167	YMCA Youth in Government	200,000		200,000	-	167
168	Deduct Prior Year Nonrecurring	(22,684,539)		(22,684,539)	-	168
168a	Program Reductions:					168a
168b	Academic Tourney	(65,476)		(65,476)	-	168b
168c	Holocaust Task Force	(50,000)		(50,000)	-	168c
168d	Learning for Life	(773,167)		(773,167)	-	168d
168e	Restore Nonrecurring Funds:			-	-	168e
168f	Coral Gables Environmental Sustainability Design Education Program	200,000		200,000	-	168f
168g	Florida Children's Initiative	1,500,000		1,500,000	-	168g
168h	Florida Healthy Choices Coalition/E3 Family Solutions	200,000		200,000	-	168h
168i	Florida Youth Challenge Academy	750,000		750,000	-	168i
168j	Glades Career Readiness Roundtable/West Tech Construction Academy	426,628		426,628	-	168j
168k	Holocaust Memorial Miami Beach	150,000		150,000	-	168k
168l	Jobs for Florida's Graduates	2,000,000		2,000,000	-	168l
168m	Lauren's Kids	3,800,000		3,800,000	-	168m
168n	Pasco Regional STEM School/Tampa Bay Region Aeronautics	500,000		500,000	-	168n
168o	Pinellas Education Foundation - Career Path Planning	250,000		250,000	-	168o
168p	YMCA Youth in Government	200,000		200,000	-	168p
168q	Additional Funds:			-	-	168q
168r	Florida Children's Initiative	300,000		300,000	-	168r
168s	Glades Career Readiness Roundtable/West Tech Construction Academy	973,372		973,372	-	168s
168t	Pinellas Education Foundation - Career Path Planning	750,000		750,000	-	168t
168u	All Pro Dad/Family First	500,000		500,000	-	168u
168v	Citrus County Marine Science Station	250,000		250,000	-	168v
168w	Hillsborough School District Metropolitan Partnership	500,000		500,000	-	168w
168x	Holocaust Documentation and Education Center	50,000		50,000	-	168x
168y	Jr. Achievement	500,000		500,000	-	168y
168z	Nature's Academy	25,000		25,000	-	168z
168aa	Seminole County Public Schools High-Tech Manufacturing Program	2,000,000		2,000,000	-	168aa
168ab	Smith/Brown Community Center	100,000		100,000	-	168ab
168ac	Tallahassee Urban League - Taylor House Museum Project	300,000		300,000	-	168ac
168ad	Tampa Bay Region Aeronautics II	500,000		500,000	-	168ad
169				-	-	169
170	TOTAL, G/A-SCHL/INSTRUCTIONAL ENHANCEMENTS	18,945,949	-	18,945,949	-	170
171						171
172	G/A-EXCEPTIONAL EDUCATION	4,613,726	2,333,354	6,947,080	-	172
173	Recurring Funds:			-	-	173
174	Communication/Autism Navigator	1,353,292		1,353,292	-	174

Division of Public Schools - State Grants/Non - FEFP

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
175	Family Café	200,000		200,000	-	175
176	Nonrecurring Funds:			-	-	176
177	Auditory-Oral Education Grants	500,000		500,000	-	177
178	Communication/Autism Navigator	1,246,708		1,246,708	-	178
179	Family Café	50,000		50,000	-	179
180	Special Olympics	250,000		250,000	-	180
181	Deduct Prior Year Nonrecurring	(2,046,708)		(2,046,708)	-	181
181a	Restore Nonrecurring Funds:					181a
181b	Auditory-Oral Education Grants	500,000		500,000	-	181b
181c	Family Café	50,000		50,000	-	181c
181d	Special Olympics	250,000		250,000	-	181d
181e	Additional Funds:			-	-	181e
181f	Auditory-Oral Education Grants	50,000		50,000	-	181f
181g	Family Café	200,000		200,000	-	181g
181h	Nature's Paradise	280,000		280,000	-	181h
181i	North Florida School of Special Education	2,000,000		2,000,000	-	181i
181j	Therapeutic Performing Arts Therapy	520,000		520,000	-	181j
182				-	-	182
183	TOTAL, G/A-EXCEPTIONAL EDUCATION	6,417,018	2,333,354	8,750,372	-	183
184						184
185	FL SCHOOL FOR THE DEAF & THE BLIND	44,501,883	4,485,440	48,987,323	-	185
185a	Enhancement Funds	1,204,125		1,204,125	-	185a
186				-	-	186
187	TOTAL, FL SCHOOL FOR THE DEAF & THE BLIND	45,706,008	4,485,440	50,191,448	-	187
188						188
189	TR/DMS/HR SVCS/STW CONTRACT	219,925	42,420	262,345	-	189
190				-	-	190
191	TOTAL, TR/DMS/HR SVCS/STW CONTRACT	219,925	42,420	262,345	-	191
192						192
193	TOTAL, STATE GRANTS/NON-FEFP	167,630,388	141,513,823	309,144,211	-	193

Division of Public Schools Federal Grants - K-12 Programs

Appropriation Category		FY 2015-16 Chair's Proposed Budget			
		GR	Other Trust	Total	Non-Rec
1	G/A-PROJECTS, CONTRACTS, & GRANTS		3,999,420	3,999,420	-
2				-	-
3	TOTAL, G/A-PROJECTS, CONTRACTS, & GRANTS	-	3,999,420	3,999,420	-
4					
5	G/A-FEDERAL GRANTS & AIDS		1,512,712,755	1,512,712,755	-
6				-	-
7	TOTAL, G/A-FEDERAL GRANTS & AIDS	-	1,512,712,755	1,512,712,755	-
8					
9	DOMESTIC SECURITY		5,409,971	5,409,971	-
10				-	-
11	TOTAL, DOMESTIC SECURITY	-	5,409,971	5,409,971	-
12					
13	TOTAL, FEDERAL GRANTS K-12 PROGRAMS	-	1,522,122,146	1,522,122,146	-

Division of Public Schools - Educational Media & Technology

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
1	CAPITOL TECHNICAL CENTER	324,624		324,624	-	1
2	Deduct Prior Year Nonrecurring	(100,000)		(100,000)	-	2
3				-	-	3
4	TOTAL, CAPITOL TECHNICAL CENTER	224,624	-	224,624	-	4
5						5
6	FEDERAL EQUIPMENT MATCHING GRANT	450,000		450,000	-	6
7	Deduct Prior Year Nonrecurring	(450,000)		(450,000)	-	7
7a	Restore Nonrecurring Funds	450,000		450,000	-	7a
8						8
9	TOTAL, FEDERAL EQUIPMENT MATCHING GRANT	450,000	-	450,000	-	9
10						10
11	G/A-PUBLIC BROADCASTING			-	-	11
12	Recurring Funds:			-	-	12
13	Florida Channel Closed Captioning	340,862		340,862	-	13
14	Florida Channel Satellite Transponder Lease/Operations	800,000		800,000	-	14
15	Florida Channel Statewide Governmental & Cultural Affairs Programming	497,522		497,522	-	15
16	Florida Channel Year Round Coverage	2,272,414		2,272,414	-	16
17	Public Radio Stations	1,300,000		1,300,000	-	17
18	Public Television Stations	3,996,811		3,996,811	-	18
19	Nonrecurring Funds:			-	-	19
20	FPBS Learning Media Content Library	1,000,000		1,000,000	-	20
21	Deduct Prior Year Nonrecurring	(1,000,000)		(1,000,000)	-	21
21a	Florida Public Radio Emergency Network Storm Center	166,270		166,270	-	21a
22				-	-	22
23	TOTAL, G/A-PUBLIC BROADCASTING	9,373,879	-	9,373,879	-	23
24						24
25	TOTAL, ED MEDIA & TECH SERVICES	10,048,503	-	10,048,503	-	25

State Board of Education

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
1	SALARIES & BENEFITS	1,019.50	19,532,569	48,559,801	68,092,370	-	1
1a	Adjustments to Cost Recovery Funds			(698,155)	(698,155)	-	1a
1b	Transfer Funds from State Board of Education for Administrative Efficiencies to the FEFP - Deduct	(8.00)	(870,733)		(870,733)	-	1b
2					-	-	2
3	TOTAL, SALARIES & BENEFITS	1,011.50	18,661,836	47,861,646	66,523,482	-	3
4							4
5	OTHER PERSONAL SERVICES		236,469	1,256,917	1,493,386	-	5
5a	Realign Budget Authority			(31,478)	(31,478)	-	5a
5b	Realignment of Operating Expenditures - Add			33,751	33,751	-	5b
6					-	-	6
7	TOTAL, OTHER PERSONAL SERVICES		236,469	1,259,190	1,495,659	-	7
8							8
9	EXPENSES		2,384,263	9,507,622	11,891,885	-	9
9a	Realign Budget Authority			(61,516)	(61,516)	-	9a
9b	Realignment of Operating Expenditures - Deduct			(39,772)	(39,772)	-	9b
9c	Adjustments to Cost Recovery Funds			(65,000)	(65,000)	-	9c
10					-	-	10
11	TOTAL, EXPENSES		2,384,263	9,341,334	11,725,597	-	11
12							12
13	OPERATING CAPITAL OUTLAY		45,970	1,027,120	1,073,090	-	13
13a	Application Maintenance Costs - Educator Certification System			(24,000)	(24,000)	-	13a
14					-	-	14
15	TOTAL, OPERATING CAPITAL OUTLAY		45,970	1,003,120	1,049,090	-	15
16							16
17	ASSESSMENT & EVALUATION		56,887,009	48,627,636	105,514,645	-	17
17a	Assessment Contract Savings		(4,440,093)	(1,756,215)	(6,196,308)	-	17a
17b	Statewide Assessment Program		1,476,505	6,792,187	8,268,692	-	17b
17c	Program Reductions: Elimination of Grade 11 English Language Arts Assessment		(1,584,925)		(1,584,925)	-	17c
18					-	-	18
19	TOTAL, ASSESSMENT & EVALUATION		52,338,496	53,663,608	106,002,104	-	19
20							20
21	TRANSFER TO DIV OF ADMIN HEARINGS		454,325		454,325	-	21
21a	Direct Billing for Administrative Hearings		(113,656)		(113,656)	-	21a
22					-	-	22
23	TOTAL, TRANSFER TO DIV OF ADMIN HEARINGS		340,669	-	340,669	-	23
24							24
25	CONTRACTED SERVICES		1,301,378	17,597,985	18,899,363	-	25
26	Deduct Prior Year Nonrecurring		(385,000)	(45,075)	(430,075)	-	26
26a	Realignment of Operating Expenditures - Deduct			(5,000)	(5,000)	-	26a
26b	Realignment of Operating Expenditures - Add			6,021	6,021	-	26b
26c	Adjustments to Cost Recovery Funds			413,155	413,155	-	26c
26d	Application Maintenance Costs - Educator Certification System			(1,157,136)	(1,157,136)	-	26d
26e	Program Reduction: Statewide Literacy and Parent Involvement Campaign		(400,000)		(400,000)	-	26e

State Board of Education

	Appropriation Category	FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
27					-	-	27
28	TOTAL, CONTRACTED SERVICES		516,378	16,809,950	17,326,328	-	28
29							29
30	ED FACILITIES RES & DEV PROJECTS			200,000	200,000	-	30
31					-	-	31
32	TOTAL, ED FACILITIES RES & DEV PROJECTS		-	200,000	200,000	-	32
33							33
34	RISK MANAGEMENT INSURANCE		121,023	348,349	469,372	-	34
35					-	-	35
36	TOTAL, RISK MANAGEMENT INSURANCE		121,023	348,349	469,372	-	36
37							37
38	TR/DMS/HR SERVICES STW CONTRACT		133,049	231,224	364,273	-	38
39					-	-	39
40	TOTAL, TR/DMS/HR SERVICES STW CONTRACT		133,049	231,224	364,273	-	40
41							41
42	STATE DATA CENTER - AST						42
43	Transfer from Southwood Shared Resource Center pursuant to HB 7073		126,481	162,829	289,310	-	43
43a	Increased Workload for a Data Center to Support an Agency		778	1,001	1,779	-	43a
44					-	-	44
45	TOTAL, DATA PROCESSING SERVICES/STATE DATA CENTER (AST)		127,259	163,830	291,089	-	45
46							46
47	DATA PROCESSING SERVICES / EDU TECH / INFO SVCS		6,196,055	10,794,475	16,990,530	-	47
47a	Increase Budget Authority Teacher Cert Exam TF			50,000	50,000	-	47a
47b	Adjustments to Cost Recovery Funds			(1,525,000)	(1,525,000)	-	47b
47c	Program Reduction: Statewide Longitudinal Data Systems		(1,527,105)		(1,527,105)	-	47c
47d	Application Maintenance Costs - Educator Certification System			201,961	201,961	-	47d
48					-	-	48
49	TOTAL, DATA PROCESSING SERVICES		4,668,950	9,521,436	14,190,386	-	49
50							50
51	DATA PROCESSING SERVICES/SOUTHWOOD SRC		126,481	162,829	289,310	-	51
52	Transfer to Agency for State Technology (AST) pursuant to HB 7073		(126,481)	(162,829)	(289,310)	-	52
53							53
54	TOTAL, DATA PROCESSING SERVICES/SOUTHWOOD SRC		-	-	-	-	54
55							55
56	DATA PROCESSING SERVICES/NORTHWEST REGIONAL DATA CENTER		1,536,008	4,164,036	5,700,044	-	56
56a	Application Maintenance Costs - Educator Certification System			71,544	71,544	-	56a
57					-	-	57
58	TOTAL, DP SERVICES/NORTHWEST REGIONAL DATA CENTER		1,536,008	4,235,580	5,771,588	-	58
59							59
60	TOTAL, STATE BOARD OF EDUCATION	1,011.50	81,110,370	144,639,267	225,749,637	-	60
61							61
62	SALARY RATE ADJUSTMENT				50,752,893	-	62
63	Administrative Efficiencies				(613,126)	-	63
64						-	64

State Board of Education

		FY 2015-16 Chair's Proposed Budget				
Appropriation Category		FTE	GR	Other Trust	Total	Non-Rec
65					-	-
66	TOTAL, SALARY RATE ADJUSTMENTS		-	-	50,139,767	-

Higher Education Appropriations

Policy Area/Budget Entity		FY 2015-16 Chair's Proposed Budget							
		FTE	GR	EETF	Other Trust	Tuition/Fees	Total	Non-Rec	
1	District Workforce Education	-	310,318,161	79,157,830	113,697,324	-	503,173,315	4,800,000	1
2									2
3	Florida Colleges	-	950,492,274	244,903,227	-	-	1,195,395,501	-	3
4									4
5	State University System	-	2,304,466,723	273,555,149	5,074,903	1,902,333,393	4,485,430,168	-	5
6									6
7	Vocational Rehabilitation	931.00	45,537,608	-	172,568,628	-	218,106,236	-	7
8									8
9	Blind Services	299.75	17,175,621	-	37,624,972	-	54,800,593	-	9
10									10
11	Private Colleges & Universities	-	149,649,302	-	-	-	149,649,302	-	11
12									12
13	Student Financial Aid - State	-	111,040,640	297,823,973	11,039,519	-	419,904,132	206,750	13
14									14
15	Student Financial Aid - Federal	-	-	-	165,000	-	165,000	-	15
16									16
17	Board of Governors	63.00	6,810,617	-	1,025,145	-	7,835,762	-	17
18									18
19									19
20	Total Higher Education	1,293.75	3,895,490,946	895,440,179	341,195,491	1,902,333,393	7,034,460,009	5,006,750	20

District Workforce Education

Appropriation Category		FY 2015-16 Chair's Proposed Budget						
		GR	EETF	Other Trust	Tuition/Fees	Total	Non-Rec	
1	PERFORMANCE BASED INCENTIVES	4,982,722				4,982,722	-	1
2						-	-	2
3	TOTAL, PERFORMANCE BASED INCENTIVES	4,982,722	-	-	-	4,982,722	-	3
4								4
5	G/A-ABE FED FLOW-THROUGH			41,552,472		41,552,472	-	5
6						-	-	6
7	TOTAL, G/A-ABE FED FLOW-THROUGH	-	-	41,552,472	-	41,552,472	-	7
8								8
9	WORKFORCE DEVELOPMENT	287,132,184	82,412,304			369,544,488	-	9
10	Deduct Prior Year Nonrecurring	(4,500,000)				(4,500,000)	-	10
10a	Fund Shift from EETF to GR based on Estimating Conference	3,254,474	(3,254,474)			-	-	10a
11						-	-	11
12	TOTAL, WORKFORCE DEVELOPMENT	285,886,658	79,157,830	-	-	365,044,488	-	12
13								13
14	G/A-VOCATIONAL FORMULA FUNDS			72,144,852		72,144,852	-	14
15						-	-	15
16	TOTAL, G/A-VOCATIONAL FORMULA FUNDS	-	-	72,144,852	-	72,144,852	-	16
17								17
18	G/A - SCHL/INSTRUCTIONAL ENHANCEMENTS					-	-	18
19	Nonrecurring Funds:							19
20	South Apopka Adult Community Education Center	500,000				500,000	-	20
21	Adults with Disabilities Workforce Education Pilot Program	43,000				43,000	-	21
22	Lotus House Women's Shelter	100,000				100,000	-	22
23	Bay Welding Program for Shipbuilding	250,000				250,000	-	23
24	Deduct Prior Year Nonrecurring	(893,000)				(893,000)	-	24
24a	Restore Nonrecurring Funds:					-	-	24a
24b	Adults with Disabilities Workforce Education Pilot Program	43,000				43,000	-	24b
24c	Lotus House Women's Shelter	100,000				100,000	-	24c
24d	Additional Funds: Lotus House Women's Shelter	100,000				100,000	-	24d
25						-	-	25
26	TOTAL, G/A-SCHL/INSTRUCTIONAL ENHANCEMENTS	243,000	-	-	-	243,000	-	26
27								27
27a	G/A - RAPID RESPONSE EDUCATION & TRAINING PROGRAM							27a
27b	Rapid Response Education & Training Program	19,205,781				19,205,781	4,800,000	27b
27c								27c
27e	TOTAL, G/A - RAPID RESPONSE EDUCATION & TRAINING PROGRAM	19,205,781	-	-	-	19,205,781	4,800,000	27e
27f								27f
28	TOTAL, DISTRICT WORKFORCE EDUCATION	310,318,161	79,157,830	113,697,324	-	503,173,315	4,800,000	28
29								29
30	TUITION REVENUE							30
31	FY 2015-16 TUITION				48,895,805	48,895,805		31
32						-		32
33	TOTAL, TUITION REVENUE					48,895,805		33
34	TOTAL BUDGET INCLUDING TUITION					552,069,120		34

Florida Colleges

Appropriation Category		FY 2015-16 Chair's Proposed Budget						
		GR	EETF	Other Trust	Tuition/Fees	Total	Non-Rec	
1	PERFORMANCE BASED INCENTIVES	5,000,000				5,000,000	-	1
2						-	-	2
3	TOTAL, PERFORMANCE BASED INCENTIVES	5,000,000	-	-	-	5,000,000	-	3
4								4
5	G/A-FL COLLEGE SYSTEM PROGRAM FUND	877,451,626	254,972,113			1,132,423,739	-	5
6	Deduct Prior Year Nonrecurring	(7,890,125)				(7,890,125)	-	6
7	Start-up Adjustment	722,574				722,574	-	7
7a	Operating Costs for New Facilities	1,494,296				1,494,296	-	7a
7b	Reduction of 2015-16 Base for Institutional Investment in Performance Incentives	(30,000,000)				(30,000,000)	-	7b
7c	State and Institutional Investment in Performance Incentives	60,000,000				60,000,000	-	7c
7d	FCS 2014-15 Formula Correction	1,713,536				1,713,536	-	7d
7e	Fund Shift from EETF to GR based on Estimating Conference	10,068,886	(10,068,886)			-	-	7e
7f	FRS - Normal Costs	(4,479,175)				(4,479,175)	-	7f
7g	Health Insurance Subsidy for Retirees	3,760,483				3,760,483	-	7g
7h	Funding Model Compression	30,000,173				30,000,173	-	7h
7i	Daytona State College - Online Learning Critical Enhancements	250,000				250,000	-	7i
7j	Polk State College - Center for Public Safety	1,000,000				1,000,000	-	7j
7k	Hillsborough Community College - Fire Fighter Training Program Expansion	1,000,000				1,000,000	-	7k
8						-	-	8
9	TOTAL, G/A-FL COLLEGE SYSTEM PRGRAM FUND	945,092,274	244,903,227	-	-	1,189,995,501	-	9
10								10
11	COMMISSION ON COMMUNITY SERVICE	683,182				683,182	-	11
12	Deduct Prior Year Nonrecurring	(250,000)				(250,000)	-	12
12a	Program Reduction	(33,182)				(33,182)	-	12a
13						-	-	13
14	TOTAL, COMMISSION ON COMMUNITY SERVICE	400,000	-	-	-	400,000	-	14
15								15
16	G/A-FLORIDA VIRTUAL CAMPUS	9,006,230				9,006,230	-	16
17	Restore Prior Year Reduction (One time reduction)	2,500,000				2,500,000	-	17
18	Transfer Fla Virtual Campus to UWF (HB 5101)	(11,506,230)				(11,506,230)	-	18
19						-	-	19
20	TOTAL, G/A-FLORIDA VIRTUAL CAMPUS	-	-	-	-	-	-	20
21								21
22	TOTAL, FLORIDA COLLEGE SYSTEM	950,492,274	244,903,227	-	-	1,195,395,501	-	22
23								23
24	TUITION REVENUE							24
25	FY 2015-16 TUITION				840,685,423	840,685,423		25
26						-		26
27	TOTAL, TUITION REVENUE					840,685,423		27
28	TOTAL BUDGET INCLUDING TUITION					2,036,080,924		28

State University System

Appropriation Category		FY 2015-16 Chair's Proposed Budget						
		GR	EETF	Other Trust	Tuition/Fees	Total	Non-Rec	
1	G/A-MOFFITT CANCER CENTER	12,576,930				12,576,930	-	1
2	Deduct Prior Year Nonrecurring	(2,000,000)				(2,000,000)	-	2
3							-	3
4	TOTAL, G/A-MOFFITT CANCER CENTER	10,576,930	-	-	-	10,576,930	-	4
5								5
6	G/A-EDUCATION & GENERAL ACTIVITIES	1,738,551,563	256,516,943	5,071,736	1,717,093,657	3,717,233,899	-	6
7	Deduct Prior Year Nonrecurring	(36,180,333)				(36,180,333)	-	7
8	Startup Budget Adjustments	1,121,816			758,394	1,880,210	-	8
9	Transfer Fla Virtual Campus to UWF (HB 5101)	25,828,801				25,828,801	-	9
9a	Fund Shift from EETF to GR based on Estimating Conference	11,246,874	(11,246,874)			-	-	9a
9b	FRS - Normal Costs	(2,098,214)				(2,098,214)	-	9b
9c	Health Insurance Subsidy for Retirees	2,671,007				2,671,007	-	9c
9d	Estimated Enrollment Alignment				36,829,745	36,829,745	-	9d
9e	Transfer Between Appropriation Categories - From UCF E&G to UCF-MS	(15,770)			778,219	762,449	-	9e
9f	Transfer Between Appropriation Categories - From UF E&G to UF-HSC	(736,734)				(736,734)	-	9f
9g	Transfer Between Appropriation Categories - From FAMU E&G to FAMU/FSU College of Engineering	(12,996,539)				(12,996,539)	-	9g
9h	Physical Plant New Space	1,867,972				1,867,972	-	9h
9i	Reduction of 2014-15 State Investment in Performance Based Incentives	(100,000,000)				(100,000,000)	-	9i
9j	FY 2015-16 State Investment in University Performance Based Incentives	200,000,000				200,000,000	-	9j
9k	Reduction of 2015-16 Base for Institutional Investment in Performance Based Incentives	(200,000,000)				(200,000,000)	-	9k
9l	FY 2015-16 Institutional Investment in University Performance Based Incentives	200,000,000				200,000,000	-	9l
9m	Johnson Matching Gift Program	1,772,500				1,772,500	-	9m
9n	Program Reductions:					-	-	9n
9o	FGCU - Operational Support	(1,125,000)				(1,125,000)	-	9o
9p	UNF - Operational Support	(1,125,000)				(1,125,000)	-	9p
9q	FIU - Center for Ethics and Professionalism	(1,000,000)				(1,000,000)	-	9q
9r	FIU - Center for Leadership	(250,000)				(250,000)	-	9r
9s	FSU - Pepper Center Long Term Care	(250,000)				(250,000)	-	9s
9t	UCF - Institute for Human and Machine Cognition	(440,000)				(440,000)	-	9t
9u	UCF - Lou Frey Institute of Politics and Government	(200,000)				(200,000)	-	9u
9v	UF - Whitney Lab	(12,310)				(12,310)	-	9v
9w	UWF - Complete Florida Degree Program	(2,000,000)				(2,000,000)	-	9w
9x	FGCU - Per Student Support	(500,000)				(500,000)	-	9x
9y	NCF - Data Science & Analytics Initiative/Master	(220,000)				(220,000)	-	9y
9z	FIU Center for Democracy	(500,000)				(500,000)	-	9z
9aa	USF - All Children's Hospital Partnership	(250,000)				(250,000)	-	9aa
9ab	UWF - FAA Certifications	(50,000)				(50,000)	-	9ab
9ac	UWF - Operational Support	(1,000,000)				(1,000,000)	-	9ac
9ad	FAMU - Pharmacy Faculty Salary Adjustment	(350,000)				(350,000)	-	9ad
9ae	UCF - Istation	(1,250,000)				(1,250,000)	-	9ae
9af	UWF - Haas Center for Business Research and Economic Development - School Start Times Study	(150,000)				(150,000)	-	9af
9ag	UNF - Culture of Completion and Career Initiative	(1,250,000)				(1,250,000)	-	9ag
9ah	UWF - Career and Education Planning System	(1,000,000)				(1,000,000)	-	9ah
9ai	Preeminent State Research Universities - University of Florida	(5,000,000)				(5,000,000)	-	9ai
9aj	UWF - Office of Economic Development and Engagement	5,000,000				5,000,000	-	9aj
9ak	FAMU - Crestview Education Center	1,500,000				1,500,000	-	9ak
9al	UCF - Evans Community School	685,000				685,000	-	9al
9am	FSU - Florida Campus Compact	200,000				200,000	-	9am

State University System

Appropriation Category		FY 2015-16 Chair's Proposed Budget						
		GR	EETF	Other Trust	Tuition/Fees	Total	Non-Rec	
9an	UWF - Physician Assistant Program	1,000,000				1,000,000	-	9an
9ao	UWF - Veteran and Military Support	250,000				250,000	-	9ao
9ap	FPU - Operational Support	2,000,000				2,000,000	-	9ap
9aq	USF-SP - Family Study Center	250,000				250,000	-	9aq
9ar	USF-SP - Greenhouse Project	145,000				145,000	-	9ar
9as	USF-SP - Center for Innovation	500,000				500,000	-	9as
9at	FGCU - Academic and Career Attainment funding	4,178,500				4,178,500	-	9at
9au	FIU - FIUnique	3,900,000				3,900,000	-	9au
9av	FAU - STEM Life Sciences Initiative	7,038,000				7,038,000	-	9av
9aw	UF - Lastinger Center Aviation and Space Algebra Initiative	500,000				500,000	-	9aw
10						-	-	10
11	TOTAL, G/A-EDUCATION & GENERAL ACTIVITIES	1,840,257,133	245,270,069	5,071,736	1,755,460,015	3,846,058,953	-	11
11a								11a
11b	G/A-FAMU/FSU COLLEGE OF ENGINEERING	-	-			-	-	11b
11c	Transfer Between Appropriation Categories - From FAMU E&G to FAMU/FSU College of Engineering	12,996,539				12,996,539	-	11c
11d	FRS - Normal Costs	(8,462)				(8,462)	-	11d
11e	Health Insurance Subsidy for Retirees	9,399				9,399	-	11e
11f						-	-	11f
11g	TOTAL, G/A-FAMU/FSU COLLEGE OF ENGINEERING	12,997,476	-	-	-	12,997,476	-	11g
12								12
13	G/A-IFAS	138,716,264	12,533,877			151,250,141	-	13
14	Deduct Prior Year Nonrecurring	(5,985,878)				(5,985,878)	-	14
14a	FRS - Normal Costs	(111,597)				(111,597)	-	14a
14b	Health Insurance Subsidy for Retirees	194,665				194,665	-	14b
14c	Physical Plant New Space	213,880				213,880	-	14c
14d	Research and Extension Workload	1,000,000				1,000,000	-	14d
14e	Program Reductions:					-	-	14e
14f	Animal Agriculture Industry Science and Technology	(1,120,000)				(1,120,000)	-	14f
14g	Bok Tower Educational Partnership	(1,000,000)				(1,000,000)	-	14g
14h	Florida Horticulture, Research, Science and Education	(1,000,000)				(1,000,000)	-	14h
14i	Transfer Ruskin Aquaculture from DACS; Ruskin Aquaculture Increase	(178,987)				(178,987)	-	14i
14j	Southwest Florida/Immokalee Research and Education Center	2,000,000				2,000,000	-	14j
14k	Cattle Research	275,000				275,000	-	14k
14l	Florida Ag Initiative	250,000				250,000	-	14l
15						-	-	15
16	TOTAL, G/A-IFAS	133,253,347	12,533,877	-	-	145,787,224	-	16
17								17
18	G/A - USF MEDICAL CENTER	65,047,226	9,349,672		56,731,164	131,128,062	-	18
19	Deduct Prior Year Nonrecurring	(2,100,000)				(2,100,000)	-	19
20	Startup Budget Adjustments				19,154	19,154	-	20
20a	FRS - Normal Costs	(82,264)				(82,264)	-	20a
20b	Health Insurance Subsidy for Retirees	60,741				60,741	-	20b
20c	Estimated Enrollment Alignment				993,575	993,575	-	20c
20d	Program Reductions:					-	-	20d
20e	Asset Inventory Management System Initiative	(1,715,360)				(1,715,360)	-	20e
20f	Center for Neuromusculoskeletal Research	(200,000)				(200,000)	-	20f
20g	Per Student Support	(250,000)				(250,000)	-	20g
20h	Veteran PTSD Study	250,000				250,000	-	20h
20i	Veterans Service Center	350,000				350,000	-	20i
20j	Veteran PTSD and Traumatic Brain Injury Study	250,000				250,000	-	20j

State University System

Appropriation Category		FY 2015-16 Chair's Proposed Budget						
		GR	EETF	Other Trust	Tuition/Fees	Total	Non-Rec	
21					-	-	21	
22	TOTAL, G/A - USF MEDICAL CENTER	61,610,343	9,349,672	-	57,743,893	128,703,908	-	22
23								23
24	G/A - UF HEALTH CENTER	103,652,152	5,796,416		38,463,434	147,912,002	-	24
25	Deduct Prior Year Nonrecurring	(1,250,000)				(1,250,000)	-	25
25a	FRS - Normal Costs	(112,167)				(112,167)	-	25a
25b	Health Insurance Subsidy for Retirees	132,637				132,637	-	25b
25c	Transfer Between Appropriation Categories - From UF E&G to UF-HSC	736,734				736,734	-	25c
25d	Physical Plant New Space	366,337				366,337	-	25d
25e	Program Reductions:					-	-	25e
25f	Substance Abuse Research/Stewart Marchman Act	(50,000)				(50,000)	-	25f
25g	Per Student Support	(250,000)				(250,000)	-	25g
26						-	-	26
27	TOTAL, G/A - UF HEALTH CENTER	103,225,693	5,796,416	-	38,463,434	147,485,543	-	27
28								28
29	G/A - FSU MEDICAL SCHOOL	34,320,985	605,115		11,572,716	46,498,816	-	29
29a	FRS - Normal Costs	(31,359)				(31,359)	-	29a
29b	Health Insurance Subsidy for Retirees	26,005				26,005	-	29b
30						-	-	30
31	TOTAL, G/A - FSU MEDICAL SCHOOL	34,315,631	605,115	-	11,572,716	46,493,462	-	31
32								32
33	G/A UCF MEDICAL SCHOOL	25,757,576			13,508,590	39,266,166	-	33
34	Deduct Prior Year Nonrecurring	(500,000)				(500,000)	-	34
34a	FRS - Normal Costs	(25,024)				(25,024)	-	34a
34b	Health Insurance Subsidy for Retirees	13,132				13,132	-	34b
34c	Transfer Between Appropriation Categories - From UCF E&G to UCF-MS	15,770			(778,219)	(762,449)	-	34c
34d	Estimated Enrollment Alignment				2,132,725	2,132,725	-	34d
34e	Crohn's and Colitis Research	2,500,000				2,500,000	-	34e
35						-	-	35
36	TOTAL, G/A - UCF MEDICAL SCHOOL	27,761,454	-	-	14,863,096	42,624,550	-	36
37								37
38	G/A FIU MEDICAL SCHOOL	30,833,444			15,601,041	46,434,485	-	38
39	Deduct Prior Year Nonrecurring	(800,000)				(800,000)	-	39
39a	FRS - Normal Costs	(37,642)				(37,642)	-	39a
39b	Health Insurance Subsidy for Retirees	42,896				42,896	-	39b
39c	Estimated Enrollment Alignment				357,193	357,193	-	39c
39d	Program Reductions:					-	-	39d
39e	Primary Care Residency Program	(331,451)				(331,451)	-	39e
39f	Neuroscience Centers of Florida Foundation	1,300,000				1,300,000	-	39f
40						-	-	40
41	TOTAL, FIU MEDICAL SCHOOL	31,007,247	-	-	15,958,234	46,965,481	-	41
42								42
43	G/A FAU MEDICAL SCHOOL	14,344,890			8,238,505	22,583,395	-	43
43a	FRS - Normal Costs	(15,873)				(15,873)	-	43a
43b	Health Insurance Subsidy for Retirees	7,067				7,067	-	43b
43c	Estimated Enrollment Alignment				33,500	33,500	-	43c
43d	Program Reductions:					-	-	43d
43e	Residency Programs	(446,311)				(446,311)	-	43e
44						-	-	44
45	TOTAL, FAU MEDICAL SCHOOL	13,889,773	-	-	8,272,005	22,161,778	-	45
46								46

State University System

Appropriation Category		FY 2015-16 Chair's Proposed Budget						
		GR	EETF	Other Trust	Tuition/Fees	Total	Non-Rec	
47	G/A-STUDENT FINANCIAL AID	7,140,378				7,140,378	-	47
48						-	-	48
49	TOTAL, G/A-STUDENT FINANCIAL AID	7,140,378	-	-	-	7,140,378	-	49
50								50
50a	G/A-FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM	-				-	-	50a
50b	Florida Center for Students with Unique Abilities	5,000,000				5,000,000	-	50b
50c						-	-	50c
50d	TOTAL, G/A-FL POST COMP TRANS PRG	5,000,000	-	-	-	5,000,000	-	50d
50e								50e
51	G/A-INSTITUTE OF HUMAN & MACHINE COGNITION	3,489,184				3,489,184	-	51
52	Deduct Prior Year Nonrecurring	(750,000)				(750,000)	-	52
52a	Transfer Funds - IHMC Pensacola to IHMC Ocala (Deduct)	(750,000)				(750,000)	-	52a
52b	Transfer Funds - IHMC Pensacola to IHMC Ocala (Add)	750,000				750,000	-	52b
53						-	-	53
54	TOTAL, G/A-INST HUMAN & MACH COGN	2,739,184	-	-	-	2,739,184	-	54
55								55
56	RISK MANAGEMENT INSURANCE	20,692,134		3,167		20,695,301	-	56
57						-	-	57
58	TOTAL, RISK MANAGEMENT INSURANCE	20,692,134	-	3,167	-	20,695,301	-	58
59								59
60	G/A-FLA VIRTUAL CAMPUS	8,822,571				8,822,571	-	60
61	Deduct Prior Year Nonrecurring	2,500,000				2,500,000	-	61
62	Transfer Fla Virtual Campus to UWF (HB 5101)	(11,322,571)				(11,322,571)	-	62
63						-	-	63
64	TOTAL, G/A-FLA VIRTUAL CAMPUS	-	-	-	-	-	-	64
65								65
66	TOTAL, STATE UNIVERSITIES with tuition	2,304,466,723	273,555,149	5,074,903	1,902,333,393	4,485,430,168	-	66
67								67
68	TUITION REVENUE							68
69	FY 2014-15 TUITION				1,861,209,107	1,861,209,107		69
70	FY 2015-16 TUITION - Enrollment and Annualization				41,124,286	41,124,286		70
71						-		71
72	TOTAL, TUITION REVENUE					1,902,333,393		72

Vocational Rehabilitation

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		FTE	GR	Other Trust	Total	Non-Rec
1	SALARIES AND BENEFITS	931.00	10,180,536	39,020,396	49,200,932	-
2					-	-
3	TOTAL, SALARIES AND BENEFITS	931.00	10,180,536	39,020,396	49,200,932	-
4						
5	OTHER PERSONAL SERVICES			1,467,459	1,467,459	-
6					-	-
7	TOTAL, OTHER PERSONAL SERVICES		-	1,467,459	1,467,459	-
8						
9	EXPENSES		6,686	10,625,716	10,632,402	-
10	Deduct Prior Year Nonrecurring			(224,000)	(224,000)	-
11					-	-
12	TOTAL, EXPENSES		6,686	10,401,716	10,408,402	-
13						
14	G/A-ADULT DISABILITY FUNDS		10,793,484		10,793,484	-
15	Deduct Prior Year Nonrecurring		(800,000)		(800,000)	-
15a	Inclusive Transition and Employment Management Program (ITEM)		750,000		750,000	-
15b	Partnership for Employment of Persons with Unique Abilities Pilot Project		750,000		750,000	-
15c	Program Reduction - Adults with Disabilities		(9,993,484)		(9,993,484)	-
16					-	-
17	TOTAL, G/A-ADULT DISABILITY FUNDS		1,500,000	-	1,500,000	-
18						
19	G/A-FL ENDOWMENT/VOC REHABILITATION		549,823		549,823	-
20					-	-
21	TOTAL, G/A-FL ENDOWMENT/VOC REHAB		549,823	-	549,823	-
22						
23	OPERATING CAPITAL OUTLAY			504,986	504,986	-
24	Deduct Prior Year Nonrecurring			(24,000)	(24,000)	-
25					-	-
26	TOTAL, OPERATING CAPITAL OUTLAY		-	480,986	480,986	-
27						
28	CONTRACTED SERVICES		716,815	17,258,886	17,975,701	-
29	Deduct Prior Year Nonrecurring		(98,800)		(98,800)	-
30					-	-
31	TOTAL, CONTRACTED SERVICES		618,015	17,258,886	17,876,901	-
32						
33	G/A-INDEPENDENT LIVING SERVICES		1,732,004	4,949,789	6,681,793	-
34	Deduct Prior Year Nonrecurring		(500,000)		(500,000)	-
35					-	-
36	TOTAL, G/A-INDEPENDENT LIVING SERVICES		1,232,004	4,949,789	6,181,793	-
37						
38	PURCHASED CLIENT SERVICES		37,630,954	113,300,759	150,931,713	-
39	Deduct Prior Year Nonrecurring		(7,325,053)	(19,210,018)	(26,535,071)	-

Vocational Rehabilitation

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
39a	Draw Down Additional Federal Funds		921,085	3,403,258	4,324,343	-	39a
40					-	-	40
41	TOTAL, PURCHASED CLIENT SERVICES		31,226,986	97,493,999	128,720,985	-	41
42							42
43	RISK MANAGEMENT INSURANCE			358,419	358,419	-	43
44					-	-	44
45	TOTAL, RISK MANAGEMENT INSURANCE		-	358,419	358,419	-	45
46							46
47	TENANT BROKER COMMISSIONS			97,655	97,655	-	47
48					-	-	48
49	TOTAL, TENANT BROKER COMMISSIONS		-	97,655	97,655	-	49
50							50
51	TR/DMS/HR SVCS/STW CONTRCT		69,242	249,209	318,451	-	51
52					-	-	52
53	TOTAL, TR/DMS/HR SVCS/STW CONTRCT		69,242	249,209	318,451	-	53
54							54
55	OTHER DATA PROCESSING SVCS		154,316	515,762	670,078	-	55
56					-	-	56
57	TOTAL, OTHER DATA PROCESSING SVCS		154,316	515,762	670,078	-	57
58							58
59	EDU TECH/INFORMATION SRVCS			77,849	77,849	-	59
60					-	-	60
61	TOTAL, EDU TECH/INFORMATION SRVCS		-	77,849	77,849	-	61
62							62
63	NORTHWEST REGIONAL DATA CENTER			196,503	196,503	-	63
64					-	-	64
65	TOTAL, NORTHWEST REGIONAL DATA CNTR		-	196,503	196,503	-	65
66							66
67	TOTAL, VOCATIONAL REHABILITATION	931.00	45,537,608	172,568,628	218,106,236	-	67
68							68
69	SALARY RATE ADJUSTMENTS				36,233,747		69
70					-		70
71							71
72	TOTAL SALARY RATE ADJUSTMENTS		-	-	36,233,747	-	72

Blind Services

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
1	SALARIES AND BENEFITS	299.75	4,285,099	10,105,888	14,390,987	-	1
2					-	-	2
3	TOTAL, SALARIES AND BENEFITS	299.75	4,285,099	10,105,888	14,390,987	-	3
4							4
5	OTHER PERSONAL SERVICES		151,524	312,190	463,714	-	5
6					-	-	6
7	TOTAL, OTHER PERSONAL SERVICES		151,524	312,190	463,714	-	7
8							8
9	EXPENSES		415,191	2,558,476	2,973,667	-	9
10					-	-	10
11	TOTAL, EXPENSES		415,191	2,558,476	2,973,667	-	11
12							12
13	G/A-COMM REHAB FACILITIES		847,347	4,522,207	5,369,554	-	13
14					-	-	14
15	TOTAL, G/A-COMM REHAB FACILITIES		847,347	4,522,207	5,369,554	-	15
16							16
17	OPERATING CAPITAL OUTLAY		54,294	235,198	289,492	-	17
18					-	-	18
19	TOTAL, OPERATING CAPITAL OUTLAY		54,294	235,198	289,492	-	19
20							20
21	FOOD PRODUCTS			200,000	200,000	-	21
22					-	-	22
23	TOTAL, FOOD PRODUCTS		-	200,000	200,000	-	23
24							24
25	ACQUISITION/MOTOR VEHICLES			100,000	100,000	-	25
26					-	-	26
27	TOTAL, ACQUISITION/MOTOR VEHICLES		-	100,000	100,000	-	27
28							28
29	G/A-CLIENT SERVICES		9,262,902	14,149,242	23,412,144	-	29
30	Deduct Prior Year Nonrecurring		(200,000)		(200,000)	-	30
30a	Restore Nonrecurring - Lighthouse for the Blind - Pasco/Hernando		50,000		50,000		30a
30b	Restore Nonrecurring - Lighthouse for the Blind - Miami		150,000		150,000		30b
30c	New Vision for Independence		2,000,000		2,000,000		30c
31					-	-	31
32	TOTAL, G/A-CLIENT SERVICES		11,262,902	14,149,242	25,412,144	-	32
33							33
34	CONTRACTED SERVICES		56,140	425,000	481,140	-	34
35					-	-	35
36	TOTAL, CONTRACTED SERVICES		56,140	425,000	481,140	-	36
37							37

Blind Services

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
38	INDEPENDENT LIVING SERVICES			35,000	35,000	-	38
39					-	-	39
40	TOTAL, INDEPENDENT LIVING SERVICES		-	35,000	35,000	-	40
41							41
42	RISK MANAGEMENT INSURANCE		9,456	152,249	161,705	-	42
43					-	-	43
44	TOTAL, RISK MANAGEMENT INSURANCE		9,456	152,249	161,705	-	44
45							45
46	LIBRARY SERVICES		89,735	100,000	189,735	-	46
47					-	-	47
48	TOTAL, LIBRARY SERVICES		89,735	100,000	189,735	-	48
49							49
50	VEND STANDS-EQUIP & SUPP			3,670,000	3,670,000	-	50
51					-	-	51
52	TOTAL, VEND STANDS-EQUIP & SUPP		-	3,670,000	3,670,000	-	52
53							53
54	TENANT BROKER COMMISSIONS			18,158	18,158	-	54
55					-	-	55
56	TOTAL, TENANT BROKER COMMISSIONS		-	18,158	18,158	-	56
57							57
58	TR/DMS/HR SVCS/STW CONTRCT		3,933	98,183	102,116	-	58
59					-	-	59
60	TOTAL, TR/DMS/HR SVCS/STW CONTRCT		3,933	98,183	102,116	-	60
61							61
62	STATE DATA CENTER - AGENCY FOR STATE TECHNOLOGY (AST)			424	424	-	62
62a	Increased workload for Data Center to Support an Agency			3	3	-	62a
63					-	-	63
64	TOTAL, STATE DATA CENTER (AST)		-	427	427	-	64
65							65
66	OTHER DATA PROCESSING SVCS			686,842	686,842	-	66
67					-	-	67
68	TOTAL, OTHER DATA PROCESSING SVCS		-	686,842	686,842	-	68
69							69
70	EDU TECH/INFORMATION SRVCS			97,511	97,511	-	70
71					-	-	71
72	TOTAL, EDU TECH/INFORMATION SRVCS		-	97,511	97,511	-	72
73							73
74	NORTHWEST REGIONAL DC			210,755	210,755	-	74
74a	Decreased workload for Data Center to Support an Agency			(52,354)	(52,354)	-	74a
75					-	-	75

Blind Services

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
76	TOTAL, NORTHWEST REGIONAL DC		-	158,401	158,401	-	76
77							77
78	TOTAL, BLIND SERVICES	299.75	17,175,621	37,624,972	54,800,593	-	78
79							79
80	SALARY RATE ADJUSTMENTS				10,386,379		80
81							81
82							82
83	TOTAL SALARY RATE ADJUSTMENTS				10,386,379		83

Private Colleges & Universities

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
1	G/A-MEDICAL TRAINING AND SIMULATION LABORATORY	6,000,000		6,000,000	-	1
2	Deduct Prior Year Nonrecurring	(3,500,000)		(3,500,000)	-	2
2a	Program Reduction:			-	-	2a
2b	Medical Training and Simulation Lab	(2,500,000)		(2,500,000)	-	2b
3				-	-	3
4	TOTAL, MEDICAL TRAINING AND SIMULATION LABORATORY	-	-	-	-	4
5						5
6	ABLE GRANTS	5,689,500		5,689,500	-	6
6a	Workload	(16,500)		(16,500)	-	6a
7				-	-	7
8	TOTAL, ABLE GRANTS	5,673,000	-	5,673,000	-	8
9						9
10	G/A-HIST BLK PRIV COLLEGES			-	-	10
11	Recurring Funds:			-	-	11
12	Bethune-Cookman University	3,960,111		3,960,111	-	12
13	Edward Waters College	2,929,526		2,929,526	-	13
14	Florida Memorial University	3,532,048		3,532,048	-	14
15	Library Resources	719,858		719,858	-	15
16	Nonrecurring Funds:					16
17	Bethune-Cookman University	513,985		513,985	-	17
18	Edward Waters College - Increase	400,000		400,000	-	18
19	Florida Memorial University - Increase	400,000		400,000	-	19
20	Library Resources - Workload	187,986		187,986	-	20
21	Deduct Prior Year Nonrecurring	(1,501,971)		(1,501,971)	-	21
21a	Bethune Cookman - Small, Women and Minority-Owned Businesses	500,000		500,000	-	21a
21b	Edward Waters - Institute on Criminal Justice	1,000,000		1,000,000	-	21b
21c	Florida Memorial - Technology Upgrades	300,000		300,000	-	21c
21d	Bethune Cookman - Project Child	1,500,000		1,500,000	-	21d
22				-	-	22
23	TOTAL, G/A-HIST BLK PRIV COLLEGES	14,441,543	-	14,441,543	-	23
24						24
25	G/A-ACADEMIC PRG CONTRACTS			-	-	25
26	Recurring Funds:			-	-	26
27	Barry University - BS Nursing and MSW Social Work	73,520		73,520	-	27
28	Nonrecurring Funds:					28
29	Barry University - BS Nursing and MSW Social Work	145,000		145,000	-	29
30	Beacon College - Tuition Assistance	200,000		200,000	-	30
31	Deduct Prior Year Nonrecurring	(345,000)		(345,000)	-	31
31a	Program Reduction:			-	-	31a

Private Colleges & Universities

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
31b	Barry University - BS Nursing and MSW Social Work	(73,520)		(73,520)	-	31b
31c	Beacon College Tuition Assistance	250,000		250,000	-	31c
31d	Florida Institute of Technology - Space Research Institute	2,500,000		2,500,000		31d
32				-	-	32
33	TOTAL, ACADEMIC PROGRAM CONTRACTS	2,750,000	-	2,750,000	-	33
34						34
35	G/A-PRIVATE COLLEGES & UNIVERSITIES			-	-	35
36	Recurring Funds:			-	-	36
37	Embry Riddle - Aerospace Academy	3,000,000		3,000,000	-	37
38	Jacksonville University	2,000,000		2,000,000	-	38
39	Nonrecurring Funds:					39
40	University of Miami - Institute for Cuban American Studies	250,000		250,000	-	40
41	Jacksonville University	10,000,000		10,000,000	-	41
42	Deduct Prior Year Nonrecurring	(10,250,000)		(10,250,000)	-	42
42a	Embry Riddle - Aerospace Academy	3,500,000		3,500,000	-	42a
43				-	-	43
44	TOTAL, G/A-PRIVATE COLLEGES & UNIVERSITIES	8,500,000	-	8,500,000	-	44
45						45
46	FLA RESIDENT ACCESS GRANT	112,359,000		112,359,000	-	46
47				-	-	47
48	TOTAL, FLA RESIDENT ACCESS GRANT	112,359,000	-	112,359,000	-	48
49						49
50	NOVA SOUTHEASTERN UNIVERSITY - HEALTH PROGRAMS	4,734,749		4,734,749	-	50
51	Deduct Prior Year Nonrecurring	(500,000)		(500,000)	-	51
52				-	-	52
53	TOTAL, NOVA SOUTHEASTERN - HEALTH PROGRAMS	4,234,749	-	4,234,749	-	53
54						54
55	G/A-LECOM / FL - HLTH PRGS	1,691,010		1,691,010	-	55
56				-	-	56
57	TOTAL G/A-LECOM / FL - HEALTH PRGS	1,691,010	-	1,691,010	-	57
58						58
59	TOTAL, PRIVATE COLLEGES AND UNIVERSITIES	149,649,302	-	149,649,302	-	59

Student Financial Aid - State

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		GR	EETF	Other Trust	Total	Non-Rec	
1	G/A-FL BRIGHT FUTURES/PROG		266,191,952		266,191,952	-	1
1a	Enrollment Conference Reduction		(26,391,952)		(26,391,952)	-	1a
2					-	-	2
3	TOTAL, G/A-FL BRIGHT FUTURES/PROG	-	239,800,000	-	239,800,000	-	3
4							4
5	G/A-FL NATIONAL MERIT/PROG	2,870,820			2,870,820	-	5
5a	Workload Increase	5,509,112			5,509,112	-	5a
6					-	-	6
7	TOTAL, G/A-NATIONAL MERIT PROG	8,379,932	-	-	8,379,932	-	7
8							8
9	FGIC-MATCHING GRANT PROG		5,308,663		5,308,663	-	9
10					-	-	10
11	TOTAL, FGIC-MATCHING GRANT PROG	-	5,308,663	-	5,308,663	-	11
12							12
13	PREPAID TUITION SCHOLARSHIP	7,000,000			7,000,000	-	13
14					-	-	14
15	TOTAL, PREPAID TUITION SCHOLARSHIP	7,000,000	-	-	7,000,000	-	15
16							16
17	G/A-MINORITY TCHR SCHLRSHIP	1,000,000			1,000,000	-	17
18	Deduct Prior Year Nonrecurring	(82,202)			(82,202)	-	18
19					-	-	19
20	TOTAL, G/A-MINORITY TEACHER SCHOLARSHIP	917,798	-	-	917,798	-	20
21							21
22	G/A-NURSING STUDENT LOAN REIMBURSEMENT/SCHOLARSHIP			929,006	929,006	-	22
22a	Realignment of Operating Expenditures - ADD			5,000	5,000	-	22a
23					-	-	23
24	TOTAL, G/A-NURSING STUDENT REIMB/SCHOLARSHIP	-	-	934,006	934,006	-	24
25							25
26	M MCLEOD BETHUNE SCHOLAR	160,500		160,500	321,000	-	26
27					-	-	27
28	TOTAL, M MCLEOD BETHUNE SCHOLAR	160,500	-	160,500	321,000	-	28
29							29
30	STUDENT FINANCIAL AID				-	-	30
31	Allocation Amounts:				-	-	31
32	FSAG - Public	49,736,088	55,100,892	9,688,263	114,525,243	-	32
33	FSAG - Private	18,439,527			18,439,527	-	33
34	FSAG - Postsecondary	12,881,651			12,881,651	-	34
35	FSAG - Career Education	2,500,556			2,500,556	-	35
36	Children/Spouses of Deceased/Disabled Veterans	3,115,690			3,115,690	-	36
37	Florida Work Experience	1,569,922			1,569,922	-	37
38	Rosewood Family Scholarships	256,747			256,747	-	38
39	Honorably Discharged Graduate Assistance Program	1,000,000			1,000,000	-	39
40	Deduct Prior Year Nonrecurring	(1,000,000)			(1,000,000)	-	40

Student Financial Aid - State

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		GR	EETF	Other Trust	Total	Non-Rec	
40a	CSDDV Workload Increase	146,647		206,750	353,397	206,750	40a
40b	Fund Shift from EETF to GR based on Estimating Conference	2,385,582	(2,385,582)		-	-	40b
40c	Honorably Discharged Graduate Assistance Program	1,000,000			1,000,000	-	40c
41					-	-	41
42	TOTAL, STUDENT FINANCIAL AID	92,032,410	52,715,310	9,895,013	154,642,733	206,750	42
43							43
44	JOSE MARTI SCH CHALL GRANT	50,000		50,000	100,000	-	44
45					-	-	45
46	TOTAL, JOSE MARTI SCH CHALL GRANT	50,000	-	50,000	100,000	-	46
47							47
48	TRANSFER/FL EDUCATION FUND	3,000,000			3,000,000	-	48
49	Deduct Prior Year Nonrecurring	(500,000)			(500,000)	-	49
50					-	-	50
51	TOTAL, TRANSFER/FL EDUCATION FUND	2,500,000	-	-	2,500,000	-	51
52							52
53	TOTAL, STUDENT FINANCIAL AID STATE	111,040,640	297,823,973	11,039,519	419,904,132	206,750	53

Student Financial Aid - Federal

Appropriation Category		FY 2015-16 Chair's Proposed Budget				
		GR	Other Trust	Total	Non-Rec	
1	G/A-COLLEGE ACCESS CHALLENGE GRANT PROGRAM		600,000	600,000	-	1
1a	Align Budget Authority with Federal Funding		(600,000)	(600,000)		1a
2				-	-	2
3	TOTAL, G/A-COLLEGE ACCESS CHALLENGE GRANT	-	-	-	-	3
4						4
5	STUDENT FINANCIAL AID		150,000	150,000	-	5
6				-	-	6
7	TOTAL, STUDENT FINANCIAL AID	-	150,000	150,000	-	7
8						8
9	TRANSFER/DEFAULT FEES		15,000	15,000	-	9
10				-	-	10
11	TOTAL, TRANSFER/DEFAULT FEES	-	15,000	15,000	-	11
12						12
13	TOTAL, STUDENT FINANCIAL AID - FEDERAL	-	165,000	165,000	-	13

Board of Governors

Appropriation Category		FY 2015-16 Chair's Proposed Budget					
		FTE	GR	Other Trust	Total	Non-Rec	
1	SALARIES AND BENEFITS	63.00	5,630,056	699,248	6,329,304	-	1
2					-	-	2
3	TOTAL, SALARIES AND BENEFITS	63.00	5,630,056	699,248	6,329,304	-	3
4					-	-	4
5	OTHER PERSONAL SERVICES		51,310	20,785	72,095	-	5
6					-	-	6
7	TOTAL, OTHER PERSONAL SERVICES		51,310	20,785	72,095	-	7
8					-	-	8
9	EXPENSES		737,967	271,799	1,009,766	-	9
10	Deduct Prior Year Nonrecurring		(22,638)		(22,638)	-	10
11					-	-	11
12	TOTAL, EXPENSES		715,329	271,799	987,128	-	12
13					-	-	13
14	OPERATING CAPITAL OUTLAY		11,782	5,950	17,732	-	14
15					-	-	15
16	TOTAL, OPERATING CAPITAL OUTLAY		11,782	5,950	17,732	-	16
17					-	-	17
18	CONTRACTED SERVICES		740,127	23,000	763,127	-	18
19	Deduct Prior Year Nonrecurring		(500,000)		(500,000)	-	19
20					-	-	20
21	TOTAL, CONTRACTED SERVICES		240,127	23,000	263,127	-	21
22					-	-	22
23	RISK MANAGEMENT INSURANCE		15,027		15,027	-	23
24					-	-	24
25	TOTAL, TR/DMS/HR SVCS/STW CONTRCT		15,027	-	15,027	-	25
26					-	-	26
27	TR/DMS/HR SVCS/STW CONTRCT		17,295	4,363	21,658	-	27
28					-	-	28
29	TOTAL, TR/DMS/HR SVCS/STW CONTRCT		17,295	4,363	21,658	-	29
30					-	-	30
31	NORTHWEST REGIONAL DC		21,562		21,562	-	31
31a	Increased Workload for Data Center to Support an Agency		108,129		108,129	-	31a
32					-	-	32
33	TOTAL, NORTHWEST REGIONAL DC		129,691	-	129,691	-	33
34					-	-	34
35	TOTAL, BOARD OF GOVERNORS	63.00	6,810,617	1,025,145	7,835,762	-	35
36							36
37	SALARY RATE ADJUSTMENTS				4,734,791		37
38							38

Board of Governors

	Appropriation Category	FY 2015-16 Chair's Proposed Budget				
		FTE	GR	Other Trust	Total	Non-Rec
39	TOTAL, SALARY RATE ADJUSTMENTS		-	-	4,734,791	-

39

2015-2016 FEFP - CHAIRMAN'S FINAL PROPOSAL, MARCH 19, 2015
Public Schools Funding Summary, Comparison with 2014-2015
Total All Districts

	2014-2015 3rd Calculation	2015-2016 Chairman's Final Proposal	Difference	Percentage Difference
	-1-	-2-	-3-	-4-
1 <u>Major FEFP Formula Components</u>				
2 Unweighted FTE	2,733,871.84	2,758,720.39	24,848.55	0.91%
3 Weighted FTE	2,964,193.76	2,993,194.75	29,000.99	0.98%
4				
5 School Taxable Value (Tax Roll)	1,519,436,327,935	1,615,112,768,077	95,676,440,142	6.30%
6				
7 Required Local Effort Millage	5.089	5.089	0.000	0.00%
8 Discretionary Millage	0.748	0.748	0.000	0.00%
9 Total Millage	5.837	5.837	0.000	0.00%
10				
11 Base Student Allocation	4,031.77	4,183.74	151.97	3.77%
12				
13 <u>FEFP Detail</u>				
14 WFTE x BSA x DCD (Base FEFP)	11,960,046,757	12,532,090,673	572,043,916	4.78%
15 Declining Enrollment Allocation	2,323,228	3,097,643	774,415	33.33%
16 Sparsity Supplement	48,318,959	48,318,959	0	0.00%
17 State Funded Discretionary Contribution	14,684,882	14,835,342	150,460	1.02%
18 .748 Mill Compression	167,785,996	214,877,645	47,091,649	28.07%
19 Safe Schools	64,456,019	64,456,019	0	0.00%
20 Supplemental Academic Instruction	642,089,342	648,334,272	6,244,930	0.97%
21 Reading Instruction Allocation	130,000,000	130,000,000	0	0.00%
22 ESE Guaranteed Allocation	950,781,688	959,074,654	8,292,966	0.87%
23 DJJ Supplemental Allocation	7,479,170	7,471,265	(7,905)	-0.11%
24 Transportation	424,875,855	428,737,612	3,861,757	0.91%
25 Instructional Materials	223,382,911	225,413,269	2,030,358	0.91%
26 Teachers Classroom Supplies Allocation	45,286,750	45,286,750	0	0.00%
27 Virtual Education Contribution	20,951,361	9,198,400	(11,752,961)	-56.10%
29 Digital Classrooms Allocation	40,000,000	0	(40,000,000)	-100.00%
30 <u>Federally-Connected Student Supplement</u>	0	12,441,144	12,441,144	
32 Total FEFP	14,742,462,918	15,343,633,647	601,170,729	4.08%
33				
34 Less: Required Local Effort	7,179,758,192	7,605,799,444	426,041,252	5.93%
35				
36 Gross State FEFP Funds	7,562,704,726	7,737,834,203	175,129,477	2.32%
37 Proration to Appropriation	(62,742,709)	0	62,742,709	-100.00%
38 Net State FEFP Funds	7,499,962,017	7,737,834,203	237,872,186	3.17%
39				
40 <u>State Categorical Programs</u>				
41 Discretionary Lottery/School Recognition	134,582,877	134,582,877	0	0.00%
42 Class Size Reduction Allocation	3,013,103,776	3,026,624,489	13,520,713	0.45%
43 Total Categorical Funding	3,147,686,653	3,161,207,366	13,520,713	0.43%
44				
45 Total State Funding	10,647,648,670	10,899,041,569	251,392,899	2.36%
46				
47 <u>Local Funding</u>				
48 Total Required Local Effort	7,179,758,192	7,605,799,444	426,041,252	5.93%
49 .748 Mill Discretionary Local Effort	1,077,326,774	1,145,106,694	67,779,920	6.29%
50 Total Local Funding	8,257,084,966	8,750,906,138	493,821,172	5.98%
51				
52 <u>Total Funding</u>	18,904,733,636	19,649,947,707	745,214,071	3.94%
53 Total Funds per FTE	6,915.00	7,122.85	207.85	3.01%

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DEPARTMENT

PAGE

SECTION 1 - EDUCATION ENHANCEMENT

EDUCATION, DEPARTMENT OF 1

SECTION 2 - EDUCATION (ALL OTHER FUNDS)

EDUCATION, DEPARTMENT OF 4

A bill to be entitled

An act making appropriations; providing moneys for the annual period beginning July 1, 2015, and ending June 30, 2016, and supplemental appropriations for the period ending June 30, 2015, to pay salaries and other expenses capital outlay - buildings, and other improvements, and for other specified purposes of the various agencies of state government; providing effective dates.

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

The moneys contained herein are appropriated from the named funds for Fiscal Year 2015-2016 to the state agency indicated, as the amounts to be used to pay the salaries, other operational expenditures, and fixed capital outlay of the named agencies, and are in lieu of all moneys appropriated for these purposes in other sections of the Florida Statutes.

SECTION 1 - EDUCATION ENHANCEMENT "LOTTERY" TRUST FUND

The moneys contained herein are appropriated from the Education Enhancement "Lottery" Trust Fund to the state agencies indicated.

EDUCATION, DEPARTMENT OF

Funds provided in sections 1 and 2 of this act as Grants and Aids-Special Categories or as Grants and Aids-Aid to Local Governments may be advanced quarterly throughout the fiscal year based on projects, grants, contracts, and allocation conference documents. Of the funds provided in Specific Appropriations 62, 65 through 73, and 146, 60 percent of general revenue shall be released at the beginning of the first quarter and the balance at the beginning of the third quarter.

OFFICE OF STUDENT FINANCIAL ASSISTANCE

PROGRAM: STUDENT FINANCIAL AID PROGRAM - STATE

4 SPECIAL CATEGORIES
GRANTS AND AIDS - FLORIDA'S BRIGHT FUTURES
SCHOLARSHIP PROGRAM

From the funds in Specific Appropriation 4, the Bright Futures award per credit hour or credit hour equivalent for the 2015-2016 academic year shall be as follows:

Academic Scholars	
4-Year Institutions.....	\$103
2-Year Institutions.....	\$ 63
Upper-Division Programs at Florida Colleges....	\$ 71
Career/Technical Centers.....	\$ 52
Medallion Scholars	
4-Year Institutions.....	\$ 77
2-Year Institutions.....	\$ 63
Upper-Division Programs at Florida Colleges....	\$ 53
Career/Technical Centers.....	\$ 39
Gold Seal Vocational Scholars	
Career Certificate Program.....	\$ 39
Applied Technology Diploma Program.....	\$ 39
Technical Degree Education Program.....	\$ 48

The additional stipend for Top Scholars shall be \$44 per credit hour.

5 SPECIAL CATEGORIES
FIRST GENERATION IN COLLEGE MATCHING GRANT
PROGRAM

From the funds provided in Specific Appropriation 5, \$1,327,166 shall be allocated to First Generation in College Matching Grant Programs at Florida colleges for need-based financial assistance as provided in section 1009.701, Florida Statutes. If required matching funds are not raised by participating Florida colleges or state universities by December 1, 2015, the remaining funds shall be reallocated to First Generation in College Matching Grant Programs at Florida colleges or state universities that have remaining unmatched

private contributions.

6 FINANCIAL ASSISTANCE PAYMENTS
STUDENT FINANCIAL AID

Funds in Specific Appropriation 6 are allocated in Specific Appropriation 71. These funds are provided for Florida Student Assistance Grant (FSAG) public full-time and part-time programs.

PUBLIC SCHOOLS, DIVISION OF

PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP

7 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - FLORIDA EDUCATIONAL
FINANCE PROGRAM

Funds provided in Specific Appropriation 7 are allocated in Specific Appropriation 90.

8 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - CLASS SIZE REDUCTION

Funds in Specific Appropriations 8 and 91 are provided to implement the requirements of sections 1003.03 and 1011.085, Florida Statutes. The class size reduction allocation factor for grades prekindergarten to grade 3 shall be \$1,313.27, for grades 4 to 8 shall be \$895.79, and for grades 9 to 12 shall be \$897.95. The class size reduction allocation shall be recalculated based on enrollment through the October 2015 PTE survey except as provided in section 1003.03(4), Florida Statutes. If the total class size reduction allocation is greater than the appropriation in Specific Appropriations 8 and 91, funds shall be prorated to the level of the appropriation based on each district's calculated amount. The Commissioner of Education may withhold disbursement of these funds until a district is in compliance with reporting information required for class size reduction implementation.

9 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - DISTRICT LOTTERY AND
SCHOOL RECOGNITION PROGRAM

Funds in Specific Appropriation 9 are provided for the Florida School Recognition Program to be allocated as awards of up to \$100 per student to qualified schools pursuant to section 1008.36, Florida Statutes. Any district or school that receives a waiver from section 1008.34(7), 1008.36, and 1003.621, Florida Statutes shall not be eligible to receive School Recognition funding pursuant to Senate Bill 616 or similar legislation. This provision shall be contingent on the passage of Senate Bill 616 or similar legislation.

If there are funds remaining after payment to qualified schools, the balance shall be allocated as discretionary lottery funds to all school districts based on each district's K-12 base funding. From these funds, school districts shall allocate up to \$5 per unweighted student to be used at the discretion of the school advisory council pursuant to section 24.121(5), Florida Statutes. If funds are insufficient to provide \$5 per student, the available funds shall be prorated.

PROGRAM: WORKFORCE EDUCATION

10 AID TO LOCAL GOVERNMENTS
WORKFORCE DEVELOPMENT

Funds in Specific Appropriation 10 are allocated in Specific Appropriation 118. These funds are provided for school district workforce education programs as defined in section 1004.02(25), Florida Statutes.

FLORIDA COLLEGES, DIVISION OF

PROGRAM: FLORIDA COLLEGES

11 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - FLORIDA COLLEGE SYSTEM
PROGRAM FUND

The funds in Specific Appropriation 11 shall be allocated as follows:

Eastern Florida State College..... 9,243,601

FY 2015-16 CHAIR'S PROPOSED BUDGET

Broward College.....	18,563,942
College of Central Florida.....	4,894,544
Chipola College.....	2,864,087
Daytona State College.....	11,113,162
Florida SouthWestern State College.....	6,765,992
Florida State College at Jacksonville.....	16,708,501
Florida Keys Community College.....	1,421,045
Gulf Coast State College.....	4,682,066
Hillsborough Community College.....	12,568,726
Indian River State College.....	10,268,469
Florida Gateway College.....	2,908,058
Lake-Sumter State College.....	2,894,601
State College of Florida, Manatee-Sarasota.....	4,932,457
Miami Dade College.....	37,706,697
North Florida Community College.....	1,572,715
Northwest Florida State College.....	4,148,904
Palm Beach State College.....	12,297,220
Pasco-Hernando State College.....	6,013,093
Pensacola State College.....	7,497,190
Polk State College.....	5,910,492
Saint Johns River State College.....	3,870,212
Saint Petersburg College.....	14,934,524
Santa Fe College.....	7,737,107
Seminole State College of Florida.....	8,357,450
South Florida State College.....	3,433,156
Tallahassee Community College.....	6,851,244
Valencia College.....	14,743,972

UNIVERSITIES, DIVISION OF

PROGRAM: EDUCATIONAL AND GENERAL ACTIVITIES

Funds in Specific Appropriations 12 through 16 shall be expended in accordance with operating budgets which must be approved by each university's board of trustees.

12 AID TO LOCAL GOVERNMENTS
 GRANTS AND AIDS - EDUCATION AND GENERAL
 ACTIVITIES

Funds in Specific Appropriation 12 shall be allocated as follows:

University of Florida.....	45,099,045
Florida State University.....	37,680,207
Florida A&M University.....	14,228,081
University of South Florida.....	33,618,003
University of South Florida, St. Petersburg.....	1,484,546
University of South Florida, Sarasota/Manatee.....	1,263,154
Florida Atlantic University.....	19,994,203
University of West Florida.....	7,544,831
University of Central Florida.....	34,500,103
Florida International University.....	29,494,507
University of North Florida.....	12,285,688
Florida Gulf Coast University.....	6,826,438
New College of Florida.....	991,230
Florida Polytechnic University.....	260,033

The moneys contained herein are appropriated from the named funds to the Department of Education as the amounts to be used to pay the salaries, other operational expenditures and fixed capital outlay.

EDUCATION, DEPARTMENT OF

VOCATIONAL REHABILITATION

For funds in Specific Appropriations 27 through 41 for the Vocational Rehabilitation Program, the Department of Education is the designated state agency for purposes of compliance with the Federal Rehabilitation Act of 1973, as amended.

If the department identifies additional resources that may be used to maximize federal matching funds for the Vocational Rehabilitation Program, the department shall submit a budget amendment prior to the expenditure of the funds, in accordance with the provisions of chapter 216, Florida Statutes.

30 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - ADULTS WITH DISABILITIES
FUNDS

From the funds in Specific Appropriation 30, \$750,000 in recurring general revenue is provided for the Inclusive Transition and Employment Management Program (ITEM). The funds shall be used to provide young adults with disabilities who are between the ages of 16 and 25 with transitional skills, education, and on-the-job experience to allow them to acquire and retain permanent employment.

From the funds in Specific Appropriation 30, \$750,000 is provided for the Division of Vocational Rehabilitation to implement at least two projects in accordance with the pilot project established pursuant to section 413.80, Florida Statutes and is contingent upon Senate Bill 802 or similar legislation creating the Partnership for Employment of Persons with Unique Abilities becoming law.

34 SPECIAL CATEGORIES
GRANTS AND AIDS - INDEPENDENT LIVING
SERVICES

Funds provided in Specific Appropriation 34 shall be allocated to the Centers for Independent Living and shall be distributed according to the formula in the 2005-2007 State Plan for Independent Living. From the Federal Rehabilitation Trust Fund allocation, \$3,472,193 shall be funded from Social Security reimbursements (program income) provided that the Social Security reimbursements are available.

The State Plan for Independent Living may include provisions related to financial needs testing and financial participation of consumers, as agreed upon by all signatories to the plan.

35 SPECIAL CATEGORIES
PURCHASED CLIENT SERVICES

From the funds in Specific Appropriation 35, \$921,085 in General Revenue and \$3,403,258 in the Federal Rehabilitation Trust Fund are provided to allow the Division of Vocational Rehabilitation to fully maximize available federal funding. These funds shall be placed in budget reserve and be released pursuant to the legislative consultation process in thirds beginning with the second quarter, contingent on significant measurable quarterly progress in the following measures: (1) Average wait list time; (2) Number of persons receiving services (active cases); (3) Number and percentage of customers receiving postsecondary education; (4) Number and percentage of customers receiving CAPE industry certifications; (5) Number and percentage of customers gainfully employed; (6) Average earnings of customers at placement; and (7) Number of students receiving preemployment transition services.

BLIND SERVICES, DIVISION OF

49 SPECIAL CATEGORIES
GRANTS AND AIDS - CLIENT SERVICES

From the funds in Specific Appropriation 49 from the General Revenue Fund, \$50,000 is provided for the Lighthouse for the Blind - Pasco/Hernando, \$150,000 is provided for the Lighthouse for the Blind - Miami, and \$1,000,000 is provided for New Vision for Independence.

PROGRAM: PRIVATE COLLEGES AND UNIVERSITIES

Prior to the disbursement of funds from Specific Appropriations 63, 63A, 64, 65A, and 65B, each institution shall submit a proposed expenditure plan to the Department of Education pursuant to the requirements of section 1011.521, Florida Statutes.

Institutions receiving funds from Specific Appropriations 62, 63, and 65 must submit an annual report to the Department of Education detailing the following metrics for Florida resident students: entrance requirements for the year; percentage of students receiving Pell Grants, Bright Futures, and other academic aid; graduation rates; job placement rates, and job placement rates in-field up to 120 days past graduation. The report shall also include information for each institution on the total federal loan amounts disbursed and the total number of students who received federal loans. The report must be submitted by September 1, 2015 and reflect prior academic year statistics.

62 SPECIAL CATEGORIES
ABLE GRANTS (ACCESS TO BETTER LEARNING AND
EDUCATION)

Funds in Specific Appropriation 62 are provided for tuition assistance pursuant to section 1009.891, Florida Statutes.

Students enrolling in an eligible institution prior to July 1, 2015, shall receive the full award amount of \$1,500.

Eligible institutions with a federal student loan default rate below 20 percent shall provide incoming students initially enrolling after July 1, 2015, with the full award amount of \$1,500 per student.

Eligible institutions with a federal student loan default rate between 20 percent and 24.9 percent shall provide incoming students initially enrolling after July 1, 2015, with a reduced award amount of \$1,350 per student.

Eligible institutions with a federal student loan default rate between 25 percent and 29.9 percent shall provide incoming students initially enrolling after July 1, 2015, with a reduced award amount of \$1,200 per student.

Eligible institutions with a federal student loan cohort default rate at or above 30 percent and institutions who do not report disaggregated loan default data to the Office of Student Financial Assistance as required in the subsequent paragraph are not authorized to report incoming students initially enrolling after July 1, 2015, for an award.

Student loan cohort default rates shall be calculated in a manner consistent with the loan default calculations provided by the United States Department of Education (USDOE). Institutions chartered outside of Florida shall disaggregate the data provided by the USDOE for students who attended Florida campuses and shall report the disaggregated data back to Office of Student Financial Assistance for calculation of their Florida branch student loan cohort default rate. This disaggregated data for the most recent student loan default rate must be provided to the Office of Student Financial Assistance no later than August 15. Failure to report disaggregated data will result in an institution's ineligibility to provide an ABL award to any student.

The Office of Student Financial Assistance may prorate the award in the second term and provide a lesser amount if the funds appropriated are insufficient to provide a full award to all eligible students. The Office of Student Financial Assistance may also reallocate funds between institutions if an eligible institution fails to reach its 2015-2016 enrollment.

63 SPECIAL CATEGORIES
GRANTS AND AIDS - HISTORICALLY BLACK
PRIVATE COLLEGES

Funds in Specific Appropriation 63 shall be allocated as follows:

Bethune-Cookman University.....	5,960,111
Edward Waters College.....	3,929,526
Florida Memorial University.....	3,832,048
Library Resources.....	719,858

Funds provided in Specific Appropriation 63 shall only be expended

for student access and retention or direct instruction purposes.

Funds in Specific Appropriation 63 for Library Resources shall be used for the purchase of books, electronic library resources, and other related library materials pursuant to section 1006.59, Florida Statutes. Funds for library resources shall be allocated equally to Bethune-Cookman University, Edward Waters College, and Florida Memorial University.

63A SPECIAL CATEGORIES
GRANTS AND AIDS - ACADEMIC PROGRAM
CONTRACTS

Funds in Specific Appropriation 63A shall be allocated as follows:

Beacon College - Tuition Assistance.....	250,000
Florida Institute of Technology - Space Research Institute..	2,500,000

From the funds in Specific Appropriation 63A, \$2,500,000 in recurring general revenue funds shall be allocated to the Florida Institute for Technology for the establishment of a space research laboratory. The laboratory shall provide the expertise and resources needed to successfully compete for space-related technology research, science missions, and payload development projects.

64 SPECIAL CATEGORIES
GRANTS AND AIDS - PRIVATE COLLEGES AND
UNIVERSITIES

Funds in Specific Appropriation 64 shall be allocated as follows:

Embry Riddle - Aerospace Academy.....	6,500,000
Jacksonville University.....	2,000,000

65 SPECIAL CATEGORIES
FLORIDA RESIDENT ACCESS GRANT

Funds in Specific Appropriation 65 are provided for tuition assistance pursuant to s. 1009.89, Florida Statutes.

Students enrolling in an eligible institution prior to July 1, 2015, shall receive the full award amount of \$2,924.

Eligible institutions with a federal student loan default rate below 20 percent shall provide incoming students initially enrolling after July 1, 2015, with the full award amount of \$2,924 per student.

Eligible institutions with a federal student loan default rate between 20 percent and 24.9 percent shall provide incoming students initially enrolling after July 1, 2015, with a reduced award amount of \$2,632 per student.

Eligible institutions with a federal student loan default rate between 25 percent and 29.9 percent shall provide incoming students initially enrolling after July 1, 2015, with a reduced award amount of \$2,339 per student.

Eligible institutions with a federal student loan cohort default rate at or above 30 percent are not authorized to report incoming students initially enrolling after July 1, 2015, for an award.

Student loan cohort default rates shall be calculated in a manner consistent with the loan default calculations provided by the United States Department of Education.

The Office of Student Financial Assistance may prorate the award in the second term and provide a lesser amount if the funds appropriated are insufficient to provide a full award to all eligible students. The Office of Student Financial Assistance may also reallocate funds between institutions if an eligible institution fails to reach its 2015-2016 enrollment.

65A SPECIAL CATEGORIES
GRANTS AND AIDS - NOVA SOUTHEASTERN
UNIVERSITY - HEALTH PROGRAMS

Funds are provided in Specific Appropriation 65A to support Florida residents enrolled in the Osteopathic Medicine, Optometry, Pharmacy, and Nursing programs. The university shall submit student enrollment information, by program, to the Department of Education prior to January

1, 2016.

65B SPECIAL CATEGORIES
GRANTS AND AIDS - LECOM / FLORIDA - HEALTH
PROGRAMS

Funds in Specific Appropriation 65B shall be used to support Florida residents who are enrolled in the Osteopathic Medicine or the Pharmacy Program at the Lake Erie College of Osteopathic Medicine/Bradenton. The college shall submit enrollment information for Florida residents to the Department of Education prior to January 1, 2016.

OFFICE OF STUDENT FINANCIAL ASSISTANCE

PROGRAM: STUDENT FINANCIAL AID PROGRAM - STATE

71 FINANCIAL ASSISTANCE PAYMENTS
STUDENT FINANCIAL AID

From the funds in Specific Appropriations 6 and 71, \$154,642,733 is provided pursuant to the following guidelines:

Florida Student Assistance Grant - Public Full & Part Time..	114,525,243
Florida Student Assistance Grant - Private.....	18,439,527
Florida Student Assistance Grant - Postsecondary.....	12,881,651
Florida Student Assistance Grant - Career Education.....	2,500,556
Children/Spouses of Deceased/Disabled Veterans.....	3,469,087
Florida Work Experience.....	1,569,922
Rosewood Family Scholarships.....	256,747
Honorably Discharged Graduate Assistance Program.....	1,000,000

Funds provided in Specific Appropriation 71 for the Honorably Discharged Graduate Assistance Program are provided for supplemental need-based veteran educational benefits. Funds shall be used to assist in the payment of living expenses during holiday and semester breaks for active duty and honorably discharged members of the Armed Forces who served on or after September 11, 2001.

From the funds provided in Specific Appropriations 6 and 71, the maximum grant to any student from the Florida Public, Private, Career Education, and Postsecondary Assistance Grant Programs shall be \$2,610.

Institutions that received state funds in Fiscal Year 2014-2015 for student scholarships or grants administered by the Office of Student Financial Assistance shall report federal loan information to the Department of Education (DOE) prior to September 1, 2015, in a format prescribed by DOE. This information shall include, by institution, the total federal loan amounts disbursed and total number of students who received federal loans.

EARLY LEARNING

PROGRAM: EARLY LEARNING SERVICES

From the funds in Specific Appropriations 76 through 89, any expenditure from the Temporary Assistance for Needy Families (TANF) Block Grant must be expended in accordance with the requirements and limitations of Part A of Title IV of the Social Security Act, as amended, or any other applicable federal requirement or limitation. Before any funds are released by the Department of Children and Families, each provider shall identify the number of clients to be served and certify their eligibility under Part A of Title IV of the Social Security Act. Funds may not be released for services to any clients except those so identified and certified.

The agency head or a designee shall certify that controls are in place to ensure that such funds are expended in accordance with the requirements and limitations of federal law and that reporting requirements of federal law are met. It shall be the responsibility of any entity to which such funds are appropriated to obtain the required certification prior to any expenditure of funds.

81 SPECIAL CATEGORIES
GRANTS AND AIDS - PARTNERSHIP FOR SCHOOL
READINESS

From the funds in Specific Appropriation 81 in the Child Care and Development Block Grant Trust Fund, \$3,000,000 is provided for the Teacher Education and Compensation Helps Program (T.E.A.C.H.).

From the funds in Specific Appropriation 81 in the Welfare Transition Trust Fund, \$1,400,000 is provided for the Home Instruction Program for Pre-School Youngsters (HIPPY).

From the funds in Specific Appropriation 81, \$15,000,000 shall be used for the Child Care Executive Partnership Program, as defined in section 1002.94, Florida Statutes, as match to expand the provision of services to low income families at or below 200 percent of the federal poverty level. Funds for this program shall be used to match funds for statewide contracts.

From the funds in Specific Appropriation 81, \$11,988,097 is provided for the Redlands Christian Migrant Association (RCMA) to provide direct services to children eligible for the School Readiness program.

From the funds in Specific Appropriation 81, \$3,500,000 from the Child Care and Development Block Grant Trust Fund is provided for an Early Learning Performance Funding Pilot Project. The provisions for the pilot program will be developed with input from a workgroup chosen and coordinated by the Office of Early Learning. The eligible participants of the workgroup shall include the Executive Director of the Office of Early Learning, two representatives from early learning coalitions, of which one must represent a multi-county coalition, two representatives from private provider organizations, of which one must be faith-based, two representatives from organizations that provide match funding to the early learning system which may not be from the same organization as any of the members above. Early Learning Coalitions chosen to participate in the pilot program must be selected by the workgroup in order to provide statewide representation and must meet benchmarks determined by the workgroup. The funding shall be held in reserve until a budget amendment is approved by the Legislative Budget Commission. The budget amendment shall include an allocation of the funding to the early learning coalitions based on a methodology to award child care providers and instructors for improving School Readiness program outcomes. The allocation methodology must include provisions for 1) a funding differential incentive for high need populations; 2) a professional development system to significantly improve instructor quality; 3) a research-based observational system to significantly improve instructor interactions with children; and 4) alignment to Early Learning Florida to provide consistency in technical assistance and to significantly improve instructor quality. The budget amendment shall be submitted by the Office of Early Learning to the Executive Office of the Governor no later than July 15, 2015.

From the funds in Specific Appropriation 81, \$1,000,000 from the General Revenue Fund is provided to the Dural Guiding Stars Pilot Program.

82 SPECIAL CATEGORIES
 GRANTS AND AIDS - SCHOOL READINESS
 SERVICES

Funds in Specific Appropriation 82 require a match from local sources for working poor eligible participants of six percent on child care slots. In-kind match is allowable provided there is not a reduction in the number of slots or level of services from the provision of in-kind match. The Office of Early Learning may adopt a policy to grant a waiver of the six percent match requirement to a rural county that demonstrates a significant hardship in meeting the match requirement. Progress towards meeting this requirement shall be monitored by the Office of Early Learning, and shall be considered satisfactorily attained if the six percent requirement is met on a statewide basis.

For the funds in Specific Appropriation 82, expenditures for Gold Seal Quality Expenditure payments shall be reported as Direct Services. The Office of Early Learning shall have the authority to reclassify Gold Seal Quality Expenditure payments by the Early Learning coalitions and statewide contractors to meet targeted federal requirements for improving the quality of infant and toddler child care to the extent allowable in the state's approved Child Care and Development Fund Plan.

Funds in Specific Appropriation 82 are provided for the School Readiness Program and are allocated to early learning coalitions as follows:

Alachua.....	9,744,044
Bay, Calhoun, Gulf, Franklin, Washington, Holmes, Jackson...	11,681,650
Brevard.....	17,471,380
Broward.....	42,426,196
Charlotte, DeSoto, Highlands, Hardee.....	8,584,412

Columbia, Hamilton, Lafayette, Union, Suwannee.....	7,012,322
Dade, Monroe.....	109,690,118
Dixie, Gilchrist, Levy, Citrus, Sumter.....	7,782,878
Duval.....	28,776,447
Escambia.....	13,669,070
Hendry, Glades, Collier, Lee.....	19,883,467
Hillsborough.....	42,903,421
Lake.....	6,849,353
Leon, Gadsden, Jefferson, Liberty, Madison, Wakulla, Taylor.	16,356,697
Manatee.....	8,931,716
Marion.....	9,339,104
Martin, Okeechobee, Indian River.....	7,598,548
Okaloosa, Walton.....	7,599,428
Orange.....	36,550,855
Osceola.....	6,358,477
Palm Beach.....	34,463,048
Pasco, Hernando.....	13,977,999
Pinellas.....	29,194,753
Polk.....	19,067,374
St. Johns, Putnam, Clay, Nassau, Baker, Bradford.....	14,997,766
St. Lucie.....	8,449,503
Santa Rosa.....	3,706,178
Sarasota.....	5,142,600
Seminole.....	8,426,673
Volusia, Flagler.....	13,891,751

From the funds in Specific Appropriation 82, the Office of Early Learning shall have the ability to reallocate funds for school readiness services as funds are available or in the instance that a coalition does not have eligible children on its waiting list and has met its expenditure cap pursuant to section 1002.89(6), Florida Statutes.

Each early learning coalition receiving funds under Specific Appropriation 82 must sign a memorandum of understanding with the Office of Early Learning acknowledging that a portion of this funding is nonrecurring for which the state is under no obligation to provide in subsequent fiscal years. This memorandum of understanding must include a provision that requires each early learning coalition to provide written notice to families receiving assistance through nonrecurring funds that their assistance is temporary and will not be funded in subsequent years.

84 SPECIAL CATEGORIES
GRANTS AND AIDS- EARLY LEARNING STANDARDS
AND ACCOUNTABILITY

From the funds in Specific Appropriation 84, \$1,600,000 shall be used to purchase and implement the Voluntary Prekindergarten research-based pre- and post-assessment. The instrument must assess all domains as identified in the 2011 "Florida Early Learning and Developmental Standards for Four-Year-Olds", to the maximum extent possible, and provide valid and reliable data to measure student learning gains.

From the funds in Specific Appropriation 84, \$2,858,892 is provided to the Office of Early Learning to implement Voluntary Prekindergarten accountability standards, as required by section 1002.67, Florida Statutes, including the maintenance of the website. These funds shall also be distributed to Voluntary Prekindergarten providers, early learning coalitions and school districts to support the continued implementation of the Voluntary Prekindergarten Progress Monitoring Assessment developed by the Department of Education in collaboration with the Florida Center for Reading Research and for professional development opportunities and online training for Voluntary Prekindergarten providers with a focus on emergent literacy and mathematical thinking.

86 SPECIAL CATEGORIES
GRANTS AND AIDS - VOLUNTARY
PREKINDERGARTEN PROGRAM

Funds in Specific Appropriation 86 are provided for the Voluntary Prekindergarten Education Program as provided in sections 1002.51 through 1002.79, Florida Statutes, and shall be initially allocated to Early Learning Coalitions as indicated below. Pursuant to the provisions of section 1002.71(3)(a), Florida Statutes, for Fiscal Year 2015-2016, the base student allocation per full-time equivalent student for the school year program shall be \$2,437 and the base student allocation for the summer program shall be \$2,080. The allocation includes four percent in addition to the base student allocation to fund

administrative and other program costs of the early learning coalitions related to the Voluntary Prekindergarten Education Program.

The funds in Specific Appropriation 86 shall be allocated as follows:

Alachua.....	4,379,775
Bay, Calhoun, Gulf, Franklin, Washington, Holmes, Jackson...	5,042,515
Brevard.....	11,240,542
Broward.....	38,155,535
Charlotte, DeSoto, Highlands, Hardee.....	4,944,864
Columbia, Hamilton, Lafayette, Union, Suwannee.....	2,638,996
Dade, Monroe.....	58,392,739
Dixie, Gilchrist, Levy, Citrus, Sumter.....	4,251,791
Duval.....	23,865,127
Escambia.....	5,420,650
Hendry, Glades, Collier, Lee.....	20,053,703
Hillsborough.....	28,325,365
Lake.....	5,498,225
Leon, Gadsden, Jefferson, Liberty, Madison, Wakulla, Taylor.	6,820,907
Manatee.....	6,879,705
Marion.....	5,450,866
Martin, Okeechobee, Indian River.....	5,650,248
Okaloosa, Walton.....	5,448,918
Orange.....	28,173,393
Osceola.....	7,387,413
Palm Beach.....	27,327,286
Pasco, Hernando.....	12,050,725
Pinellas.....	15,046,369
Polk.....	10,862,939
St. Johns, Putnam, Clay, Nassau, Baker, Bradford.....	12,525,049
St. Lucie.....	6,022,530
Santa Rosa.....	2,478,238
Sarasota.....	4,956,224
Seminole.....	9,446,214
Volusia, Flagler.....	10,517,628

PUBLIC SCHOOLS, DIVISION OF

PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP

The calculations of the Florida Education Finance Program (FEFP) for the 2015-2016 fiscal year are incorporated by reference in Senate Proposed Bill 2502. The calculations are the basis for the appropriations made in the General Appropriations Act.

90 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - FLORIDA EDUCATIONAL
FINANCE PROGRAM

Funds provided in Specific Appropriations 7 and 90 shall be allocated using a base student allocation of \$4,183.74 for the FEFP.

Funds provided in Specific Appropriations 7 and 90 for the supplemental allocation for juvenile justice education programs shall be allocated pursuant to the formula provided in section 1011.62(10), Florida Statutes. The allocation factor shall be \$1,238.32.

From the funds provided in Specific Appropriations 7 and 90, juvenile justice education programs shall receive funds as provided in section 1003.52(12), Florida Statutes. Up to \$340 per student may be used for high school equivalency examination fees for juvenile justice students who pass the high school equivalency exam in full, or in part, while in a juvenile justice education program and may be used for students in juvenile justice education programs to support equipment, specially designed curricula, and industry credentialing testing fees, for students enrolled in career and technical education (CTE) courses that lead to industry recognized certifications.

The district cost differential (DCD) for each district shall be calculated pursuant to the provisions of section 1011.62(2), Florida Statutes.

From the funds provided in Specific Appropriations 7 and 90, \$48,318,959 is provided for the Sparsity Supplement as defined in section 1011.62(7), Florida Statutes, for school districts of 24,000 and fewer FTE in the 2015-2016 fiscal year.

Total Required Local Effort for Fiscal Year 2015-2016 shall be \$7,605,799,444. The total amount shall include adjustments made for the

calculation required in section 1011.62(4)(a) through (c), Florida Statutes.

The maximum nonvoted discretionary millage which may be levied pursuant to the provisions of section 1011.71(1), Florida Statutes, by district school boards in Fiscal Year 2015-2016 shall be 0.748 mills. This millage shall be used to calculate the discretionary millage compression supplement as provided in section 1011.62(5), Florida Statutes. To be eligible for the supplement, a district must levy the maximum.

Funds provided in Specific Appropriations 7 and 90 are based upon program cost factors for Fiscal Year 2015-2016 as follows:

- 1. Basic Programs
 - A. K-3 Basic.....1.115
 - B. 4-8 Basic.....1.000
 - C. 9-12 Basic.....1.005
- 2. Programs for Exceptional Students
 - A. Support Level 4.....3.613
 - B. Support Level 5.....5.258
- 3. English for Speakers of Other Languages1.180
- 4. Programs for Grades 9-12 Career Education.....1.005

From the funds in Specific Appropriations 7 and 90, \$959,074,654 is provided to school districts as an Exceptional Student Education (ESE) Guaranteed Allocation as authorized by law to provide educational programs and services for exceptional students. Funds provided for gifted educational programs and services must primarily be focused on advanced mathematics and science curriculum and enrichment with instruction provided by an in-field teacher. The ESE Guaranteed Allocation funds are provided in addition to the funds for each exceptional student in the per FTE student calculation. Each district's ESE Guaranteed Allocation for the 2015-2016 appropriation shall not be recalculated during the school year. School districts that provided educational services in 2014-2015 for exceptional students who are residents of other districts shall not discontinue providing such services without the prior approval of the Department of Education. Expenditure requirements for the ESE Guaranteed Allocation shall be as prescribed in section 1010.20(3), Florida Statutes, for programs for exceptional students.

From the funds provided in Specific Appropriations 7 and 90, the value of 43.35 weighted FTE students is provided to supplement the funding for severely handicapped students served in ESE programs 254 and 255 when a school district has less than 10,000 FTE student enrollment and less than three FTE eligible students per program. The Commissioner of Education shall allocate the value of the supplemental FTE based on documented evidence of the difference in the cost of the service and the amount of funds received in the district's FEFP allocations for the students being served. The supplemental value shall not exceed three FTE.

The Declining Enrollment Supplement shall be calculated based on 25 percent of the decline between the prior year and current year unweighted FTE students.

From the funds in Specific Appropriations 7 and 90, \$64,456,019 is provided for Safe Schools activities and shall be allocated as follows: \$62,660 shall be distributed to each district, and the remaining balance shall be allocated as follows: two-thirds based on the latest official Florida Crime Index provided by the Department of Law Enforcement and one-third based on each district's share of the state's total unweighted student enrollment. Safe Schools activities include: (1) after school programs for middle school students; (2) middle and high school programs for correction of specific discipline problems; (3) other improvements to enhance the learning environment, including implementation of conflict resolution strategies; (4) behavior driven intervention programs that include anger and aggression management strategies; (5) alternative school programs for adjudicated youth that may include a web-based virtual system that results in mastery and certification, competency or credentials in the following inter-related counseling disciplines necessary for success in education and the work environment, including adjustment, educational, employment and optimal mental health areas that will include, but are not limited to, anger and impulse control, depression and anxiety, self-esteem, respect for authority, personal behavior, goal setting, time and stress management, social and workplace adjustment, substance use and abuse, workplace soft skills,

communication skills, work ethic, the importance of timeliness, attendance and the self-marketing skills for future educational and/or employment opportunities; (6) suicide prevention programs; (7) bullying prevention and intervention; (8) school resource officers; and (9) detection dogs. Each district shall determine, based on a review of its existing programs and priorities, how much of its total allocation to use for each authorized Safe Schools activity. The Department of Education shall monitor compliance with reporting procedures contained in section 1006.147, Florida Statutes. If a district does not comply with these procedures, the district's funds from the Safe Schools allocation shall be withheld and reallocated to the other school districts. Each school district shall report to the Department of Education the amount of funds expended for each of the nine activities.

From the funds in Specific Appropriations 7 and 90, \$648,334,272 is for Supplemental Academic Instruction to be provided throughout the school year pursuant to section 1011.62 (1)(f), Florida Statutes. From these funds, at least \$75,000,000, together with funds provided in the district's research-based reading instruction allocation and other available funds, shall be used by districts with one or more of the 300 lowest performing elementary schools based on the statewide, standardized English Language Arts assessment to provide an additional hour of instruction beyond the normal school day for each day of the entire school year, and the equivalent hours of instruction in a summer program, for intensive reading instruction for the students in each of these schools. This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading, or by a K-5 mentoring reading program that is supervised by a teacher who is effective at teaching reading. Students enrolled in these schools who have level 5 reading assessment scores may choose to participate in the additional hour of instruction on an optional basis. ESE centers shall not be included in the 300 schools.

The Department of Education shall provide guidance to school districts for documentation of the expenditures for the additional hour of instruction to ensure that all local, state, and federal funds are maximized for the total instructional program and that the funds used for the additional hour of instruction in these 300 schools do not supplant federal funds. School districts shall submit a report to the Department of Education in a format prepared by the department that includes summary information, including funding sources, expenditures and student outcomes for each of the participating schools that shall be submitted to the Speaker of the House of Representatives, President of the Senate, and Governor by September 30, 2016. Pursuant to section 1008.32, Florida Statutes, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.

From the funds in Specific Appropriations 7 and 90, \$130,000,000 is provided for a K-12 comprehensive, district-wide system of research-based reading instruction. The amount of \$115,000 shall be allocated to each district and the remaining balance shall be allocated based on each district's proportion of the total K-12 base funding. From these funds, at least \$15,000,000 shall be used to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year, and the equivalent hours of instruction in a summer program, for the students in the 300 lowest performing elementary schools based on the statewide, standardized English Language Arts assessment pursuant to sections 1008.22(3) and 1011.62(9), Florida Statutes. This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading. Students enrolled in these schools who have level 5 reading assessment scores may choose to participate in the additional hour of instruction on an optional basis. ESE centers shall not be included in the 300 schools. Pursuant to section 1008.32, Florida Statutes, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.

From the funds provided in Specific Appropriations 7 and 90, \$225,413,269 is provided for Instructional Materials including \$11,903,098 for Library Media Materials, \$3,253,497 for the purchase of science lab materials and supplies, \$10,090,891 for dual enrollment instructional materials, and \$3,043,033 for the purchase of digital instructional materials for students with disabilities. The growth allocation per FTE shall be \$296.67 for the 2015-2016 fiscal year. School districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

From the funds provided for Instructional Materials, \$165,000,000 shall

be available to school districts to purchase instructional content as well as electronic devices and technology equipment and infrastructure. The purchases made in the 2015-2016 fiscal year must comply with the minimum or recommended requirements for instructional content, hardware, software, networking, security and bandwidth and the number of students per device as developed and published by the department. Prior to release of the funds by the department to the school districts, each school district shall certify to the Commissioner of Education an expenditure plan for the purchase of instructional content and technology. If the district intends to use any portion of the funds for technology, the district must certify that it has the instructional content necessary to provide instruction aligned to the adopted statewide benchmarks and standards. If the district intends to use the funds for technology the district must include an expenditure plan for the purchase of electronic devices and technology equipment and infrastructure that demonstrates the alignment of devices and equipment with the minimum or recommended requirements. The department shall provide a report to the Legislature on or before March 1, 2016 that summarizes the district expenditures for these funds.

From funds provided in Specific Appropriations 7 and 90, \$428,737,612 is provided for Student Transportation as provided in section 1011.68, Florida Statutes.

From funds provided in Specific Appropriations 7 and 90, \$45,286,750 is provided for the Teachers Classroom Supply Assistance Program and shall be given to teachers pursuant to section 1012.71, Florida Statutes. The allocation shall not be recalculated during the school year.

From the funds provided in Specific Appropriation 7 and 90, a Federally-Connected Student Supplement shall be calculated to support the education of students connected with federally-owned military installations, National Aeronautics and Space Administration (NASA) property, and Indian lands. The supplement shall be the sum of a student allocation and an exempt property allocation. To participate, districts must be eligible for federal Impact Aid funding. The student allocation shall be based on the total number of students, including students with disabilities, reported for federal impact aid who: 1) reside with a parent on active duty in the uniformed services or who is an accredited foreign government official and military officer, 2) reside on eligible Indian lands, or 3) reside with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. This third category shall be multiplied by a factor of 0.5. Students with disabilities shall also be counted separately for the first two categories. The total number of federally-connected students and the total number of students with disabilities shall be multiplied by 3 percent and 10.5 percent of the base student allocation, respectively. The exempt property allocation shall be equal to the tax-exempt value of federal impact aid lands reserved as military installations, real property owned by NASA, or eligible federally-owned Indian lands located in the district, multiplied by the millage authorized and levied under s. 1011.71(2).

For the 2015-2016 fiscal year, this allocation shall be derived from the data reported by school districts for the federal Impact Aid Program, Section 8003, Title VIII of the Elementary and Secondary Education Act, for the 2015 federal fiscal year and shall not be recalculated. The Department of Education shall establish a process to collect student enrollment for this allocation during the student surveys for application in subsequent fiscal years.

Funds provided in Specific Appropriations 7 and 90 for the Virtual Education Contribution shall be allocated pursuant to the formula provided in section 1011.62(11), Florida Statutes. The contribution shall be based on \$5,230 per FTE.

Districts may charge a fee for grades K-12 voluntary, non-credit summer school enrollment in basic program courses. The amount of any student's fee shall be based on the student's ability to pay and the student's financial need as determined by district school board policy.

From the funds in Specific Appropriations 7 and 90, school districts may execute an appropriate contract for full-time virtual instruction through K-8 virtual schools that received funds from Specific Appropriation 93 of chapter 2008-152, Laws of Florida. School districts may expend a negotiated amount per student for each student who was enrolled and served during the 2014-2015 fiscal year and who is re-enrolled and eligible to be served during the 2015-2016 fiscal year. Each of the K-8 virtual schools shall provide to the Department of

Education the name and address of each student who was enrolled and served during the 2014-2015 fiscal year and who is re-enrolled and is eligible to be served during the 2015-2016 fiscal year. The department shall verify the eligibility of the students, assist with placement of each student in a school district virtual instruction program regardless of the student's district of residence, and assist the school district with executing an appropriate contract with an approved K-8 virtual school for payment for virtual instruction for each student. The maximum number of students to be funded pursuant to this provision is the number of students served in the 2014-2015 fiscal year.

91 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - CLASS SIZE REDUCTION

Funds in Specific Appropriations 8 and 91 are provided to implement the requirements of sections 1003.03 and 1011.685, Florida Statutes. The class size reduction allocation factor for grades prekindergarten to grade 3 shall be \$1,313.27, for grades 4 to 8 shall be \$895.79, and for grades 9 to 12 shall be \$897.95. The class size reduction allocation shall be recalculated based on enrollment through the October 2015 FTE survey except as provided in section 1003.03(4), Florida Statutes. If the total class size reduction allocation is greater than the appropriation in Specific Appropriations 8 and 91, funds shall be prorated to the level of the appropriation based on each district's calculated amount. The Commissioner of Education may withhold disbursement of these funds until a district is in compliance with reporting information required for class size reduction implementation.

PROGRAM: STATE GRANTS/K-12 PROGRAM - NON FEFP

Of the funds provided for regional education consortium programs and school district matching grants in Specific Appropriations 99 and 103, 60 percent shall be released to the Department of Education at the beginning of the first quarter and the balance at the beginning of the third quarter. The Department of Education shall disburse the funds to eligible entities within 30 days of release.

Funds provided in Specific Appropriations 94 through 108, excluding 100, shall only be used to serve Florida students.

94 SPECIAL CATEGORIES
GRANTS AND AIDS - ASSISTANCE TO LOW
PERFORMING SCHOOLS

Funds in Specific Appropriation 94 may be used to contract for the operation of the Florida Partnership for Minority and Underrepresented Student Achievement and to achieve the partnership's mission as provided in section 1007.35, Florida Statutes. The funds shall be expended for professional development for Advanced Placement classroom teachers.

95 SPECIAL CATEGORIES
GRANTS AND AIDS - MENTORING/STUDENT
ASSISTANCE INITIATIVES

Funds provided in Specific Appropriation 95 shall be allocated as follows:

Advancement via Individual Determination (AVID).....	500,000
Best Buddies.....	650,000
Big Brothers, Big Sisters.....	2,030,248
Florida Alliance of Boys and Girls Clubs.....	2,000,000
Take Stock in Children.....	6,250,000
Teen Trendsetters.....	300,000
YMCA State Alliance/YMCA Reads.....	764,972

From the funds in Specific Appropriation 95, \$500,000 is provided to implement a pilot program to reward success of students in need of assistance to become college ready and enrolled in the Advancement Via Individual Determination (AVID) elective class who performed in rigorous coursework during the 2014-2015 school year. School districts shall report student enrollments from the 2014-2015 school year in the AVID elective during the October student membership survey. Each school district shall be rewarded \$325 per full-time equivalent student enrolled in the AVID elective who also receives a score of 4 or higher on an International Baccalaureate subject examination; score of E or higher on an Advanced International Certificate of Education subject examination; score of 3 or higher on the College Board Advanced Placement Examination; or, for students in grades 6-8, receives a passing score on the algebra end of course examination. Each school district shall allocate the funds received from this bonus award funding

to the school whose students generate the funds. Funds shall be expended solely for the payment of costs associated with the school's AVID system which include annual membership fees; professional development and training for program coordinators, teachers, and tutors; instructional supplies and materials; and compensation for tutors. Funds shall be awarded to the school districts no later than January 1, 2016. If the total bonus amount is greater than the funds provided in this appropriation, then each district's amount shall be prorated based on the number of students who earned qualifying scores in each district.

97 SPECIAL CATEGORIES
GRANTS AND AIDS - FLORIDA DIAGNOSTIC AND
LEARNING RESOURCES CENTERS

Funds provided in Specific Appropriation 97 shall be allocated to the Multidisciplinary Educational Services Centers as follows:

University of Florida.....	450,000
University of Miami.....	450,000
Florida State University.....	450,000
University of South Florida.....	450,000
University of Florida Health Science Center at Jacksonville.	450,000
Keiser University.....	450,000

Each center shall provide a report to the Department of Education by September 1, 2015, for the 2014-2015 fiscal year that shall include the following: (1) the number of children served, (2) the number of parents served, (3) the number of persons participating in in-service education activities, (4) the number of districts served, and (5) specific services provided.

99 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL DISTRICT MATCHING
GRANTS PROGRAM

Funds in Specific Appropriation 99 are provided as challenge grants to public school district education foundations for programs that serve low-performing students, technical career education, literacy initiatives, Science, Technology, Engineering, Math (STEM) Education initiatives, increased teacher quality and/or increased graduation rates. The amount of each grant shall be equal to the private contribution made to a qualifying public school district education foundation. In-kind contributions shall not be considered for matching purposes. Administrative costs for the program shall not exceed five percent.

Before any funds provided in Specific Appropriation 99 may be disbursed to any public school district education foundation, the public school district foundation must certify to the Commissioner of Education that the private cash has actually been received by the public school education foundation seeking matching funds. The Consortium of Florida Education Foundations shall be the fiscal agent for this program.

102 SPECIAL CATEGORIES
GRANTS AND AIDS - AUTISM PROGRAM

Funds provided in Specific Appropriation 102 shall be allocated as follows:

Florida Atlantic University.....	1,011,807
Florida State University (College of Medicine).....	1,171,922
University of Central Florida.....	1,648,378
University of Florida (College of Medicine).....	1,032,025
University of Florida (Jacksonville).....	1,027,084
University of Miami (Department of Psychology) including \$375,000 for activities in Broward County through Nova Southeastern University.....	1,725,506
University of South Florida/Florida Mental Health Institute.	1,383,278

Autism Centers shall provide appropriate nutritional information to parents of children served through funds provided in Specific Appropriation 102. Summaries of outcomes for the prior fiscal year shall be submitted to the Department of Education by September 1, 2015.

103 SPECIAL CATEGORIES
GRANTS AND AIDS - REGIONAL EDUCATION
CONSORTIUM SERVICES

The funds in Specific Appropriation 103 are provided to support the Northeast Florida Education Consortium (NEFEC) and the Heartland

Consortium.

104 SPECIAL CATEGORIES
TEACHER PROFESSIONAL DEVELOPMENT

Funds provided from the General Revenue Fund in Specific Appropriation 104 shall be allocated as follows:

Florida Association of District School Superintendents Training.....	500,000
Principal of the Year.....	29,426
School Related Personnel of the Year.....	6,182
Teacher of the Year.....	18,730
Administrator Professional Development.....	7,000,000
Teach for America.....	2,500,000

Funds provided in Specific Appropriation 104 for Principal, Teacher, or School Related Personnel of the Year may be disbursed to districts, schools, or individuals.

From the funds in Specific Appropriation 104 for Administrator Professional Development, \$7,000,000 is provided for professional development for principals and other district administrators in instructional and human resource leadership, including the use of teacher evaluations to improve instruction, aligning instruction with the district's curriculum and state standards, best financial practices, and other leadership responsibilities that support student achievement through job-embedded delivery and through either regional, local, or digital formats. Funds shall be provided to each district after the district has submitted its training plan to the Commissioner. All of the \$7,000,000 shall be allocated to districts based on each district's share of unweighted FTE and districts with 10,000 or fewer FTE shall be provided a minimum allocation of \$5,000.

105 SPECIAL CATEGORIES
GRANTS AND AIDS - STRATEGIC STATEWIDE INITIATIVES

Funds in Specific Appropriation 105 shall be allocated for Personal Learning Scholarship Accounts as provided in section 1002.385, Florida Statutes.

106 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL AND INSTRUCTIONAL ENHANCEMENTS

To extend the unique means for better educating students, funds in Specific Appropriation 106 shall be allocated as follows:

African American Task Force.....	100,000
Arts for a Complete Education/Florida Alliance for Arts Education.....	110,952
Black Male Explorers.....	164,701
Coral Gables Environmental Sustainability Design Education Program.....	200,000
Florida Children's Initiative.....	1,800,000
Florida Healthy Choices Coalition/E3 Family Solutions.....	200,000
Florida Holocaust Museum.....	100,000
Florida Youth Challenge Academy.....	750,000
Girl Scouts of Florida.....	267,635
Glades Career Readiness Roundtable/West Tech Construction Academy.....	1,400,000
Holocaust Memorial Miami Beach.....	150,000
Holocaust Task Force.....	50,000
Jobs for Florida's Graduates.....	2,000,000
Lauren's Kids.....	3,800,000
Learning for Life.....	96,646
Okaloosa County - Science and Technology Education Middle School.....	250,000
Pasco Regional STEM School/Tampa Bay Region Aeronautics.....	1,000,000
Pinellas Education Foundation - Career Path Planning.....	1,000,000
Project to Advance School Success (PASS).....	508,983
State Science Fair.....	72,032
YMCA Youth in Government.....	200,000
All Pro Dad/Family First.....	500,000
Citrus County Marine Science Station.....	250,000
Hillsborough School District Metropolitan Partnership.....	500,000

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Holocaust Documentation and Education Center.....	50,000
Jr. Achievement.....	500,000
Nature's Academy.....	25,000
Seminole County Public Schools High-Tech Manufacturing Program.....	2,000,000
Smith/Brown Community Center.....	100,000
Tallahassee Urban League - Taylor House Museum Project.....	300,000
Tampa Bay Region Aeronautics Program II.....	500,000

Funds in Specific Appropriation 106 for the Learning for Life program are provided for the Hillsborough County School District.

Funds provided in Specific Appropriation 106 for the Okaloosa County - Science and Technology Education Middle School shall not replace or supplant existing funds and shall only be used as a supplement to expand enrollment or add curricula.

107 SPECIAL CATEGORIES
GRANTS AND AIDS - EXCEPTIONAL EDUCATION

Funds in Specific Appropriation 107 from the General Revenue Fund are provided for:

Auditory-Oral Education Grant Funding.....	550,000
Communication/Autism Navigator.....	1,353,292
Family Cafe.....	450,000
Nature's Paradise.....	280,000
North Florida School of Special Education.....	2,000,000
Special Olympics.....	250,000
Therapeutic Performing Arts Therapy.....	520,000

Funds in Specific Appropriation 107 for Family Cafe are supplemental and shall not be used to replace or supplant current funds awarded for the Family Cafe Project.

Funds provided in Specific Appropriation 107 for Communication/Autism Navigator shall be awarded to the Florida State University College of Medicine for statewide implementation of an exceptional student education communication/autism navigator that includes core strategies and interventions through the Early Steps Program to increase the number of full integration placements of exceptional students into the standard classroom.

Funds provided in Specific Appropriation 107 for Auditory-Oral Education Grants shall only be awarded to Florida public or private nonprofit school programs serving deaf children in multiple counties, from birth to age seven, including rural and underserved areas. These schools must solely offer auditory-oral education programs, as defined in section 1002.391, Florida Statutes, and have a supervisor and faculty members who are credentialed as Certified Listening and Spoken Language Specialists.

The amount of the grants shall be based on the specific needs of each eligible student. Each eligible school that has insufficient public funds to provide the educational and related services specified in the Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) of eligible students aged birth to seven years may submit grant applications to the Department of Education. Applications must include an itemized list of total costs, the amount of public funds available for those students without the grant, and the additional amount needed for the services identified in each students' respective IEP or IFSP. The department shall develop an appropriate application, provide instructions and administer this grant program to ensure minimum delay in providing the IEP or IFSP services for all eligible students. Each school shall be accountable for assuring that the public funds received are expended only for services for the eligible student as described in the application and shall provide a report documenting expenditures for the 2015-2016 fiscal year to the Department of Education by June 1, 2016.

Funds in Specific Appropriation 107, shall include, but not be limited to, allocations for the Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers and the Florida Instructional Materials Center for the Visually Impaired.

108 SPECIAL CATEGORIES
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

From the funds in Specific Appropriation 108, the school shall

contract for health, medical, pharmaceutical and dental screening services for students. The school shall develop a collaborative service agreement for medical services and shall maximize the recovery of all legally available funds from Medicaid and private insurance coverage. The school shall report to the Legislature by June 30, 2016, information describing the agreement, services provided, budget and expenditures, including the amounts and sources of all funding used for the collaborative medical program and any other student health services during the 2015-2016 fiscal year.

PROGRAM: EDUCATIONAL MEDIA & TECHNOLOGY SERVICES

114 SPECIAL CATEGORIES
FEDERAL EQUIPMENT MATCHING GRANT

Funds provided in Specific Appropriation 114 shall be provided to the nine public television and radio stations based on the proportional share of the unmatched balances for equipment purchased in anticipation of the state match for participation in the U.S. Department of Commerce, Federal Equipment Matching Grant Program.

115 SPECIAL CATEGORIES
GRANTS AND AIDS - PUBLIC BROADCASTING

The funds provided in Specific Appropriation 115 shall be allocated as follows:

Florida Channel Closed Captioning.....	340,862
Florida Channel Satellite Transponder Operations.....	800,000
Florida Channel Statewide Governmental and Cultural Affairs Programming.....	457,522
Florida Channel Year Round Coverage.....	2,272,414
Public Radio Stations.....	1,300,000
Public Television Stations.....	3,996,811
Florida Public Radio Emergency Network Storm Center.....	166,270

From the funds provided in Specific Appropriation 115, "Governmental Affairs for Public Television" shall be produced by the same contractor selected by the Legislature to produce "The Florida Channel".

Funds provided in Specific Appropriation 115 for Public Television Stations shall be allocated \$307,447 for each public television station as recommended by the Commissioner of Education. Public Radio Stations shall be allocated \$100,000 per station.

From the funds provided in Specific Appropriation 115 for the Florida Channel Satellite Transponder Operations, the Florida Channel shall contract for the leasing, management and operation of the state transponder with the same public broadcasting station that produces the Florida Channel.

PROGRAM: WORKFORCE EDUCATION

116 AID TO LOCAL GOVERNMENTS
PERFORMANCE BASED INCENTIVES

From the funds in Specific Appropriation 116, \$4,982,722 shall be provided by the Department of Education to district workforce education programs for students who earn industry certifications during the 2015-2016 fiscal year. Funding shall be based on students who earn industry certifications in the following occupational areas: health science to include surgical technology, orthopedic technology, dental assisting technology, practical nursing, medical coder/biller, medical assisting, certified nursing assistant, emergency medical technician and paramedic, clinical lab technician, EKG technician, pharmacy technician, and clinical hemodialysis technician; automotive service technology; auto collision repair and refinishing; medium/heavy duty truck technician; cyber security; cloud virtualization; network support services; computer programming; computer-aided drafting; advanced manufacturing; electrician; plumbing; law enforcement officer; corrections officer; public safety telecommunicator; and welding; or, industry certifications for Federal Aviation Administration airframe mechanics and power plant mechanics; and heating, ventilation and air conditioning technician. On June 1, 2016, if any funds remain, the balance shall be allocated for performance in adult general education programs based on student performance as measured by learning gains, placements, and special populations served indexed to the proportional share of the funds available. These performance funds shall not be awarded for certifications earned through continuing workforce education

programs.

Industry certifications earned by students enrolled in the 2014-2015 academic year which were eligible to be included in the funding allocation for the 2014-2015 fiscal year and were not included in the final disbursement due to the early data reporting deadline may be reported by districts and included in the Department of Education's allocation of funds for the 2015-2016 fiscal year.

School districts shall maintain documentation for student attainment of industry certifications that are eligible for performance funding. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the school districts. If a district is unable to comply, the district shall refund the performance funding to the state.

118 AID TO LOCAL GOVERNMENTS
WORKFORCE DEVELOPMENT

From the funds in Specific Appropriation 10 from the Educational Enhancement Trust Fund and Specific Appropriation 118 from the General Revenue Fund, \$365,044,488 is provided for school district workforce education programs as defined in section 1004.02(25), Florida Statutes, and is allocated as follows:

Alachua.....	197,339
Baker.....	132,141
Bay.....	3,151,116
Bradford.....	984,411
Brevard.....	3,420,675
Broward.....	71,472,463
Calhoun.....	86,959
Charlotte.....	2,528,378
Citrus.....	2,688,261
Clay.....	847,812
Collier.....	8,291,946
Columbia.....	299,577
Miami-Dade.....	79,272,335
DeSoto.....	637,176
Dixie.....	66,726
Escambia.....	4,799,731
Flagler.....	1,780,859
Franklin.....	73,155
Gadsden.....	559,873
Glades.....	76,159
Gulf.....	155,209
Hamilton.....	70,581
Hardee.....	236,515
Hendry.....	224,482
Hernando.....	726,245
Hillsborough.....	27,966,241
Indian River.....	1,059,190
Jackson.....	299,502
Jefferson.....	91,544
Lafayette.....	70,298
Lake.....	4,368,423
Lee.....	9,704,616
Leon.....	6,287,075
Liberty.....	117,598
Madison.....	70,155
Manatee.....	9,346,968
Marion.....	3,901,683
Martin.....	1,281,811
Monroe.....	807,080
Nassau.....	604,669
Okaloosa.....	2,205,403
Orange.....	33,401,545
Osceola.....	6,159,721
Palm Beach.....	17,026,477
Pasco.....	2,502,267
Pinellas.....	25,808,527
Polk.....	9,498,822
Saint Johns.....	4,406,365
Santa Rosa.....	1,731,091
Sarasota.....	7,447,645
Sumter.....	102,718
Suwannee.....	884,995
Taylor.....	1,061,876
Union.....	97,301
Wakulla.....	171,354

Walton.....	682,225
Washington.....	3,039,653
Washington Sp.....	59,526

Tuition and fee rates are established for the 2015-2016 fiscal year as follows:

For programs leading to a career certificate or an applied technology diploma, the standard tuition shall be \$2.33 per contact hour for residents. For nonresidents, the out-of-state fee shall be \$6.99 per contact hour in addition to the standard tuition of \$2.33 per contact hour.

For adult general education programs, fees shall be assessed in accordance with section 1009.22, Florida Statutes.

Funds collected from standard tuition and out-of-state fees shall be used to support school district workforce education programs as defined in section 1004.02(25), Florida Statutes, and shall not be used to support K-12 programs or district K-12 administrative indirect costs.

The funds provided in Specific Appropriations 10, 116, and 118 shall not be used to support K-12 programs or district K-12 administrative indirect costs. The Auditor General shall verify compliance with this requirement during scheduled audits of these institutions.

Pursuant to the provisions of section 1009.26(1), Florida Statutes, school districts may grant fee waivers for programs funded through Workforce Development Education appropriations for up to eight percent of the fee revenues that would otherwise be collected.

From the funds provided in Specific Appropriations 10 and 118, each school district shall report enrollment for adult general education programs identified in section 1004.02, Florida Statutes, in accordance with the Department of Education instructional hours reporting procedures. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the school districts.

District superintendents shall certify that workforce education enrollment and performance data used for funding allocations to districts is accurate and complete in accordance with reporting timelines established by the Department of Education. Upon certification, the district data shall be considered final for purposes of use in state funding formulas. After the final certification, the Department of Education may request a supplemental file in the event that a district has reported a higher level of enrollment or performance than was actually achieved by the district.

120 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL AND INSTRUCTIONAL
ENHANCEMENTS

The funds in Specific Appropriation 120 shall be allocated as follows:

Adults with Disabilities Workforce Education Pilot Program..	43,000
Lotus House Women's Shelter.....	200,000

120A SPECIAL CATEGORIES
GRANTS AND AIDS - RAPID RESPONSE EDUCATION
AND TRAINING PROGRAM

From the funds provided in Specific Appropriation 120A, \$19,205,781 shall be allocated to the Complete Florida Plus Program at the University of West Florida for the Rapid Response Education and Training Program. Under this education and training program, the Complete Florida Plus Program shall work directly with Enterprise Florida, Inc., in project-specific industry recruitment and retention efforts to offer credible education and training commitments to businesses.

The Rapid Response Education and Training Program must: (1) Issue challenge grants through requests for proposals that are open to all education and training providers, public or private. These grants match state dollars with education and training provider dollars to implement particular education and training programs. (2) Generate periodic reports from an independent forensic accounting or auditing entity to ensure transparency of the program. These periodic reports must be submitted to the President of the Senate and the Speaker of the House of Representatives. (3) Keep administrative costs to a minimum through the

use of existing organizational structures. (4) Work directly with businesses to recruit individuals for education and training. (5) Be able to terminate an education and training program by giving 30 days' notice. (6) Survey employers after completion of an education and training program to ascertain the effectiveness of the program.

The Division of Career and Adult Education within the Department of Education shall provide an analysis and assessment of the effectiveness of the education and training programs under this section in meeting labor market and occupational trends and gaps no later than June 30, 2016.

FLORIDA COLLEGES, DIVISION OF

PROGRAM: FLORIDA COLLEGES

121 AID TO LOCAL GOVERNMENTS
PERFORMANCE BASED INCENTIVES

Funds in the amount of \$5,000,000 are provided in Specific Appropriation 121 to colleges for students who earn industry certifications during the 2015-2016 academic year. Funding shall be based on students who earn industry certifications in the following occupational areas: public safety, health sciences, automotive service technology, auto collision repair and refinishing, cyber security, cloud virtualization, network support services, computer programming, advanced manufacturing, electrician, welding, Federal Aviation Administration airframe mechanics, power plant mechanics, pharmacy technicians, and heating, ventilation and air conditioning technicians. The Department of Education shall distribute the awards by June 1, 2016 and establish procedures and timelines for colleges to report earned certifications for funding. The Department of Education may allocate any funds not obligated by June 1 to schools who have earned awards, based on the percentage of earned certifications. By October 31, 2015, the Chancellor of the Florida College System shall identify the associated industry certifications and shall prepare a report for each certification to include cost, percent employed, and average salary of graduates. These performance funds shall not be awarded for certifications earned through continuing workforce education programs.

Industry certifications earned by students enrolled in the 2014-2015 academic year which were eligible to be included in the funding allocation for the 2014-2015 fiscal year and were not included in the final disbursement due to the early data reporting deadline may be reported by colleges and included in the allocation of funds for the 2015-2016 fiscal year. Colleges shall maintain documentation for student attainment of industry certifications that are eligible for performance funding. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the colleges. If a college is unable to comply, the college shall refund the performance funding to the state.

122 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - FLORIDA COLLEGE SYSTEM
PROGRAM FUND

Funds provided in Specific Appropriation 122 are provided for operating funds and approved baccalaureate programs, and shall be allocated as follows:

Eastern Florida State College.....	34,571,167
Broward College.....	72,535,672
College of Central Florida.....	16,785,768
Chipola College.....	8,382,239
Daytona State College.....	33,792,434
Florida SouthWestern State College.....	23,578,651
Florida State College at Jacksonville.....	58,325,475
Florida Keys Community College.....	5,482,110
Gulf Coast State College.....	12,071,547
Hillsborough Community College.....	50,272,215
Indian River State College.....	35,426,109
Florida Gateway College.....	10,726,438
Lake-Sumter State College.....	10,629,454
State College of Florida, Manatee-Sarasota.....	19,165,955
Miami Dade College.....	129,564,603
North Florida Community College.....	6,424,060
Northwest Florida State College.....	14,644,674
Palm Beach State College.....	46,476,357
Pasco-Hernando State College.....	21,713,810

Pensacola State College.....	26,296,177
Polk State College.....	23,640,714
Saint Johns River State College.....	14,184,981
Saint Petersburg College.....	55,671,138
Santa Fe College.....	26,989,691
Seminole State College of Florida.....	31,705,163
South Florida State College.....	12,026,256
Tallahassee Community College.....	25,976,963
Valencia College.....	58,032,453
Performance Based Incentives.....	60,000,000

Prior to the disbursement of funds in Specific Appropriations 11 and 122, colleges shall submit an operating budget for the expenditure of these funds as provided in section 1011.30, Florida Statutes. The operating budget shall clearly identify planned expenditures for baccalaureate programs and shall include the sources of funds.

Beginning with the Fall 2015 semester, tuition and fee rates are established for the 2015-2016 fiscal year as follows:

For advanced and professional, postsecondary vocational, developmental education, and educator preparation institute programs, standard tuition shall be \$71.98 per credit hour for residents. For non-residents, the out-of-state fee shall be \$215.94 per credit hour in addition to the standard tuition of \$71.98 per credit hour.

For baccalaureate degree programs, the standard tuition shall be \$91.79 per credit hour for residents. Nonresident tuition shall be as provided in section 1009.23(3)(b), Florida Statutes.

For programs leading to a career certificate or an applied technology diploma, the standard tuition shall be \$2.33 per contact hour for residents. For nonresidents, the out-of-state fee shall be \$6.99 per contact hour in addition to the standard tuition of \$2.33 per contact hour.

For adult general education programs, fees shall be assessed in accordance with section 1009.22, Florida Statutes.

Pursuant to the provisions of section 1009.26(1), Florida Statutes, Florida colleges may grant fee waivers for programs funded through Workforce Development Education appropriations for up to eight percent of the fee revenues that would otherwise be collected.

From the funds in Specific Appropriations 11 and 122, each Florida college shall report enrollment for adult general education programs identified in section 1004.02, Florida Statutes, in accordance with the Department of Education instructional hours reporting procedures. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the Florida colleges.

Each Florida college board of trustees is given flexibility to make necessary adjustments to its operating budget. If any board reduces individual programs or projects within the Florida college by more than 10 percent during the 2015-2016 fiscal year, written notification shall be made to the Executive Office of the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Department of Education.

From the \$60,000,000, which includes \$30,000,000 new funding and \$30,000,000 redistributed from the base, for Florida College Performance Based Incentives in Specific Appropriation 122 from the General Revenue Fund, the State Board of Education shall allocate all of such appropriated funds pursuant to a performance funding model approved by the State Board of Education prior to July 1, 2015. The approved model must be based on a modified version of the performance funding model submitted by the Commissioner in her letter of January 23, 2015, which shall be limited to measures addressing the following areas: Job Placement, Program Completion and Graduation Rates, Retention Rates, Completer Entry Level Wages, and Student Loan Default rates.

The board must evaluate the institutions' performance on the measures based on benchmarks adopted by the board that measure the achievement of institutional excellence or improvement. The amount of funds available for allocation to the institutions based upon the performance funding model shall consist of new funding, together with funds redistributed from the base funding for the Florida College System Program Fund. The board shall establish a minimum performance threshold that colleges must meet in order to be eligible for new funding under the performance funding model adopted by the board. The minimum threshold shall be set

in a manner to ensure that not all colleges are eligible for new funding. All institutions eligible for new funding under the performance funding model shall have their base funding restored. Any institution that fails to meet the board's minimum performance funding threshold will have a portion of its base funding withheld and must submit an improvement plan to the Board that specifies the activities and strategies for improving the institution's performance. The board must review the improvement plan, and if approved, monitor the institution's progress on implementing the activities and strategies specified in the improvement plan.

The Commissioner of Education shall withhold disbursement of the base funds until such time as the monitoring report for the institution is approved by the board. Any institution that fails to make satisfactory progress shall not have its full base funding restored. If all funds are not restored, then any remaining funds shall be redistributed in accordance with the board's adopted performance funding model to the seven state colleges that had the highest overall performance scores.

Florida College System institutions may not expend any funds from Specific Appropriations 11 and 122 to expand existing or establish new baccalaureate degree programs with the exception of a new baccalaureate degree nursing program proposal submitted to the Department of Education prior to July 1, 2014.

STATE BOARD OF EDUCATION

From the funds provided in Specific Appropriations 124 through 136, the Commissioner of Education shall prepare and provide to the chair of the Senate Committee on Appropriations, the chair of the House of Representatives Appropriations Committee, and the Executive Office of the Governor on or before October 1, 2015, a report containing the following: the federal indirect cost rate(s) approved to be used for the 12 month period of the 2015-2016 fiscal year and the data on which the rate(s) was established; the estimated amount of funds the approved rate(s) will generate; the proposed expenditure plan for the amount generated; and the June 30, 2015, balance of all unexpended federal indirect cost funds.

From the funds provided in Specific Appropriations 124 through 136, the Department of Education shall publish on the Florida Department of Education website by December 31, 2015, from each school district's Annual Financial Report, expenditures on a per FTE basis for the following fund types: General Fund, Special Revenue Fund, Debt Service Fund, Capital Project Fund and a Total. Fiduciary funds, enterprise funds, and internal service funds shall not be included. This funding information shall also be published in the same format on each school district's website by December 31, 2015.

124 SALARIES AND BENEFITS

Any reduction to positions or salaries as a result of the funds provided in Specific Appropriation 124 shall not apply to existing employees whose annual salaries are \$90,000 or less.

126 EXPENSES

From the funds provided in Specific Appropriation 126, \$42,813 from the General Revenue Fund is provided to the Department of Education to pay the state's dues to the Interstate Commission on Educational Opportunity for Military Children for the 2015-2016 fiscal year.

128 SPECIAL CATEGORIES ASSESSMENT AND EVALUATION

From the funds provided in Specific Appropriation 128, if the Department of Education determines that the administration of online assessments after January 1, 2015, does not comply with the minimum assessment protocols and requirements established by the department, the department shall expend up to \$500,000 to contract with an independent, auditing entity that has expertise in the area of the noncompliance to evaluate the extent of the noncompliance and provide recommendations to remediate the noncompliance in future administrations of online assessments. The department may seek reimbursement for the cost of the audit from the American Institute for Research by recuperating damages as allowed in the department's assessment contract with the American Institute for Research.

UNIVERSITIES, DIVISION OF

PROGRAM: EDUCATIONAL AND GENERAL ACTIVITIES

Funds in Specific Appropriations 12 through 16 and 137 through 148 are provided as grants and aids to support the operation of state universities including the Moffitt Cancer Center and the Institute for Human and Machine Cognition. Funds provided to each university are contingent upon that university following the provisions of chapters 1000 through 1013, Florida Statutes, which relate to state universities. Any withholding of funds pursuant to this provision shall be subject to the approval of the Legislative Budget Commission. For purposes of compliance with section 215.97, Florida Statutes, these funds are defined as grants and aids to public universities, and not state financial assistance provided to local government entities.

137 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - MOFFITT CANCER CENTER
AND RESEARCH INSTITUTE

Funds in Specific Appropriation 137 may be transferred to the Agency for Healthcare Administration and used as state matching funds for Moffitt's participation in any Low Income Pool that become effective during Fiscal Year 2015-2016 or to adjust the Medicaid inpatient reimbursement and outpatient trend adjustments applied to the H. Lee Moffitt Cancer Center and Research Institute and other Medicaid reductions to its reimbursements up to the actual Medicaid inpatient and outpatient costs. In the event that enhanced Medicaid funding is not implemented by the Agency for Health Care Administration, these funds shall remain appropriated to the H. Lee Moffitt Cancer Center and Research Institute to continue the original purpose of providing research and education related to cancer.

138 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - EDUCATION AND GENERAL
ACTIVITIES

The funds provided in Specific Appropriations 138 through 145 from the Education and General Student and Other Fees Trust Fund are the only budget authority provided in this act for the 2015-2016 fiscal year to the named universities to expend tuition and fees that are collected during the 2015-2016 fiscal year and carried forward from the prior fiscal year and that are appropriated into local accounts pursuant to section 1011.4106, Florida Statutes. The expenditure of tuition and fee revenues from local accounts by each university shall not exceed the authority provided by these specific appropriations, unless approved pursuant to the provisions of chapter 216, Florida Statutes.

General revenue funds provided in Specific Appropriations 138 through 148 to each of the named universities are contingent upon each university complying with the tuition and fee policies established in the proviso language attached to Specific Appropriation 138, and with the tuition and fee policies for state universities included in Part II of chapter 1009, Florida Statutes. However, the funds appropriated to a specific university shall not be affected by the failure of another university to comply with this provision.

Funds in Specific Appropriations 12 through 16 and 138 through 148 shall be expended in accordance with operating budgets that must be approved by each university's board of trustees.

Funds in Specific Appropriation 138 from the General Revenue Fund shall be allocated as follows:

University of Florida.....	251,446,092
Florida State University.....	235,304,440
Florida A&M University.....	66,068,954
University of South Florida.....	161,637,129
University of South Florida, St. Petersburg.....	22,344,555
University of South Florida, Sarasota/Manatee.....	12,611,070
Florida Atlantic University.....	114,509,137
University of West Florida.....	84,284,503
University of Central Florida.....	186,390,828
Florida International University.....	145,394,516
University of North Florida.....	62,287,419
Florida Gulf Coast University.....	48,080,787
New College of Florida.....	15,638,459
Florida Polytechnic University.....	32,486,744
State University Performance Based Incentives.....	400,000,000

Board of Governors - Johnson Scholarships..... 1,772,500

Funds in Specific Appropriation 138 from the Education and General Student and Other Fees Trust Fund shall be allocated as follows:

University of Florida.....	338,263,044
Florida State University.....	234,017,553
Florida A&M University.....	66,373,112
University of South Florida.....	195,530,826
University of South Florida, St. Petersburg.....	26,216,811
University of South Florida, Sarasota/Manatee.....	8,999,637
Florida Atlantic University.....	129,369,909
University of West Florida.....	62,322,174
University of Central Florida.....	290,697,911
Florida International University.....	257,572,147
University of North Florida.....	68,367,406
Florida Gulf Coast University.....	66,511,211
New College of Florida.....	5,990,140
Florida Polytechnic University.....	5,228,134

Beginning with the Fall 2015 semester, undergraduate tuition is established at \$105.07 per credit hour for the 2015-2016 fiscal year.

Tuition for graduate and professional programs and out-of-state fees for all programs shall be established pursuant to section 1009.24, Florida Statutes. No state university may receive general revenue funding associated with the enrollment of out-of-state students.

Each university board of trustees is given flexibility to make necessary adjustments to its operating budget. If any board reduces individual programs or projects within the university by more than 10 percent during the 2015-2016 fiscal year, written notification shall be made to the Executive Office of the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Board of Governors.

Pursuant to section 1011.90, Florida Statutes, the development of these appropriations was based on the planned enrollment for each university as submitted by the Board of Governors on March 18, 2015.

Funds in Specific Appropriation 138 from the Phosphate Research Trust Fund are provided for the Florida Polytechnic University.

From the funds in Specific Appropriation 138, \$400,000,000 is provided for State University System Performance Based Incentives. The Board of Governors shall allocate all appropriated funds for State University System Performance Based Incentives based on indicators of institutional attainment of performance metrics adopted by the Board.

The performance-based funding metrics shall include, but are not limited to, metrics that measure graduation and retention rates; degree production; affordability; postgraduation employment, salaries, or further education; student loan default rates; access; and any other metrics approved by the board.

The Board of Governors shall evaluate the institutions' performance on the metrics based on benchmarks adopted by the board which measure the achievement of institutional excellence or improvement. The funds available for allocation to the institutions based on the performance funding model shall consist of the state's investment of \$200,000,000 in performance funding, plus an institutional investment of \$200,000,000 consisting of funds to be redistributed from the base funding of the State University System. The institutional investment shall be restored for all institutions that meet the board's minimum performance funding threshold under the performance funding model. Any institution that is in the bottom three or that fails to meet the board's minimum performance funding threshold will not be eligible for the state's investment, will have a portion of its institutional investment withheld, and must submit an improvement plan to the board that specifies the activities and strategies for improving the institution's performance.

By October 1 2015, the Board of Governors shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives a report on the previous year's performance funding allocation which reflects the rankings and award distributions.

From the funds in Specific Appropriation 138 provided for the University of West Florida, \$2,535,616 shall be released at the beginning of the first quarter and \$4,317,400 shall be released at the beginning of the second quarter in addition to the normal quarterly

releases. The additional release is provided to maximize cost savings through centralized purchases of subscription-based electronic resources.

From the funds in Specific Appropriation 138, the Board of Governors Foundation shall distribute \$1,772,500 to state universities for Johnson Scholarships in accordance with section 1009.75 Florida Statutes.

138A AID TO LOCAL GOVERNMENTS
 GRANTS AND AIDS - FLORIDA AGRICULTURAL AND
 MECHANICAL UNIVERSITY AND FLORIDA STATE
 UNIVERSITY COLLEGE OF ENGINEERING

From the funds in Specific Appropriation 138A, \$12,997,476 is provided to the FAMU-FSU Joint College of Engineering. The Joint College Governance Council is established and comprised of the Presidents (or their designees), the provosts, the Vice Presidents for Research, and the Chief Financial Officers of Florida Agricultural and Mechanical University and Florida State University. The Dean of the Joint College of Engineering and two student representatives, appointed by the respective Student Government Association presidents of the two universities, are included as ex-officio non-voting members. The Chancellor of the State University System (or designee) is included as a voting member of the council.

The Joint College Governance Council shall meet at least quarterly and file minutes with the Board of Governors. The Council shall receive semi-annual reports that, at a minimum, include the following: (1) recruiting, enrollment and graduation by gender and ethnicity; (2) adequacy and consistency in academic preparation and achievement; (3) operating budget and expenditures; (4) research funding and activities; (5) faculty hiring, promotion, tenure, and integration; and (6) technology transfer and commercialization activity.

By June 1, 2015, the Joint College Governance Council shall develop and present to the Board of Governors a multi-year plan to address the renovations and repairs for Buildings A and B, and the completion of Building C.

By March 1, 2016, the Joint College Governance Council must submit a report to the Board of Governors documenting the completion of all activities, including but not limited to: (1) The development and presentation of a multi-year plan to address the renovations and repairs for facilities; and (2) Establishment of a true Joint College of Engineering by accomplishing integration of academic and student affairs activities that have previously been separately administered by FAMU and FSU.

146 AID TO LOCAL GOVERNMENTS
 GRANTS AND AIDS - STUDENT FINANCIAL
 ASSISTANCE

A minimum of 75 percent of the funds provided in Specific Appropriation 146 shall be allocated for need-based financial aid.

Funds in Specific Appropriation 146 shall be allocated as follows:

University of Florida.....	1,737,381
Florida State University.....	1,467,667
Florida A&M University.....	624,417
University of South Florida	801,368
Florida Atlantic University.....	399,658
University of West Florida.....	157,766
University of Central Florida.....	858,405
Florida International University.....	540,666
University of North Florida.....	200,570
Florida Gulf Coast University.....	98,073
New College of Florida.....	204,407
Florida Polytechnic University.....	50,000

146A AID TO LOCAL GOVERNMENTS
 GRANTS AND AIDS - FLORIDA POSTSECONDARY
 COMPREHENSIVE TRANSITION PROGRAM

From the funds in Specific Appropriation 146A, \$1,000,000 in general revenue is provided to the Florida Center for Students with Unique Abilities at the University of Central Florida to be the statewide coordinating center for the Florida Postsecondary Comprehensive Transition Program; \$2,000,000 in general revenue is provided to the Florida Center for Students with Unique Abilities to be distributed as

start-up grants to programs at eligible institutions as specified in Senate Bill 7030 or similar legislation; and \$2,000,000 is provided as financial assistance to eligible students attending programs meeting the requirements of Senate Bill 7030 or similar legislation. The annual award amount shall be \$7,000 per student.

The Florida Center for Students with Unique Abilities may prorate the award in the second term and provide a lesser amount if the funds appropriated are insufficient to provide a full award to all eligible students.

147 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - INSTITUTE FOR HUMAN AND
MACHINE COGNITION

From the funds in Specific Appropriation 147 provided to the Institute of Human and Machine Cognition, \$750,000 in recurring general revenue funds shall be transferred from IHMC Pensacola to IHMC Ocala.

BOARD OF GOVERNORS

149 SALARIES AND BENEFITS

From the funds provided in Specific Appropriation 149, the state funded portion of salaries for each employee of the Board of Governors shall not exceed \$200,000.

Senate Appropriations Subcommittee on Education Conforming Bill Summary

The bill amends current statutes to conform to the education appropriations in the General Appropriations Act for FY 2015-16.

Specifically the bill:

- **Extra Hour:** Reauthorizes the extra hour requirement for the lowest performing 300 elementary schools based on the state reading assessment, requires a summer program component, and expands the requirement for an additional year for students scoring Level 1 and Level 2 on the state reading assessment.
- **CAPE Teacher Bonus:** Increases the CAPE teacher bonuses for 0.3, 0.5, and 1.0 weighted industry certifications and raises the maximum bonus limit.
- **University Performance Funding:** Statutorily establishes a State University System performance funding model.
- **Florida College Performance Funding:** Establishes a Florida College System performance funding model.
- **Preeminence National Merit Sponsor Requirement:** Requires state universities to offer college-sponsored National Merit Scholarship awards to become, or retain, preeminent status.
- **Federally Connected Student Supplement:** Creates the federally connected student supplement in the FEFP to provide support to school districts that serve significant populations of students with parents who live or work on military installations, NASA, or Indian lands.
- **Discretionary Millage Compression Supplement:** Modifies the discretionary millage compression supplement calculation to bring districts up to 105 percent of the state average.

- **Technical Changes:** Performs a number of technical changes in the FEFP and related school funding statutes. Specifically, the bill:
 - Modifies the Sparsity Supplement calculation for districts with 20,000 to 24,000 FTE, to divide by up to 4 high schools rather than 3.
 - Amends the Virtual Education Contribution calculation to include the declining enrollment supplement and ESE guaranteed allocation.
 - Amends the Florida Classroom Teacher Supply Program to require teachers to provide the school district with receipts for the expenditure of the funds (Technical change related to audit findings and to protect teachers from IRS audit)
 - Clarifies that annual license fees, maintenance fees, and lease agreements for enterprise resource software are allowable uses of local capital improvement funds.
 - Clarifies the use of double sessions as an allowable exception to the requirement for 900 hours of instruction can be as the result of a natural disaster only.
 - Allows a CAPE industry certification earned through a dual enrollment course, which is not a fundable certification on the Postsecondary Industry Certification Funding List or is earned as a result of an agreement with a nonpublic postsecondary institution, to be funded in the same manner as a non-dual enrollment course industry certification.