

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Senator Broxson, Chair

Senator Diaz, Vice Chair

MEETING DATE: Wednesday, October 20, 2021

TIME: 3:30—5:30 p.m.

PLACE: *Pat Thomas Committee Room, 412 Knott Building*

MEMBERS: Senator Broxson, Chair; Senator Diaz, Vice Chair; Senators Cruz, Gibson, Gruters, Hutson, Passidomo, and Polsky

BILL DESCRIPTION and SENATE COMMITTEE ACTIONS			
TAB	BILL NO. and INTRODUCER		COMMITTEE ACTION
1	Panel Discussion on Reading Improvement		Discussed
Other Related Meeting Documents			



Literacy Policy, Initiatives, Investments and Results

Cari Miller, Vice Chancellor for Literacy Achievement

Senate Education Appropriations Committee

October 22, 2021



FLORIDA DEPARTMENT OF
EDUCATION
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Literacy Initiatives Timeline

2002 – Present

- **S. 1008.25, F.S., Student Progression** – eliminated the practice of socially promoting third graders unable to demonstrate sufficient reading skills for promotion

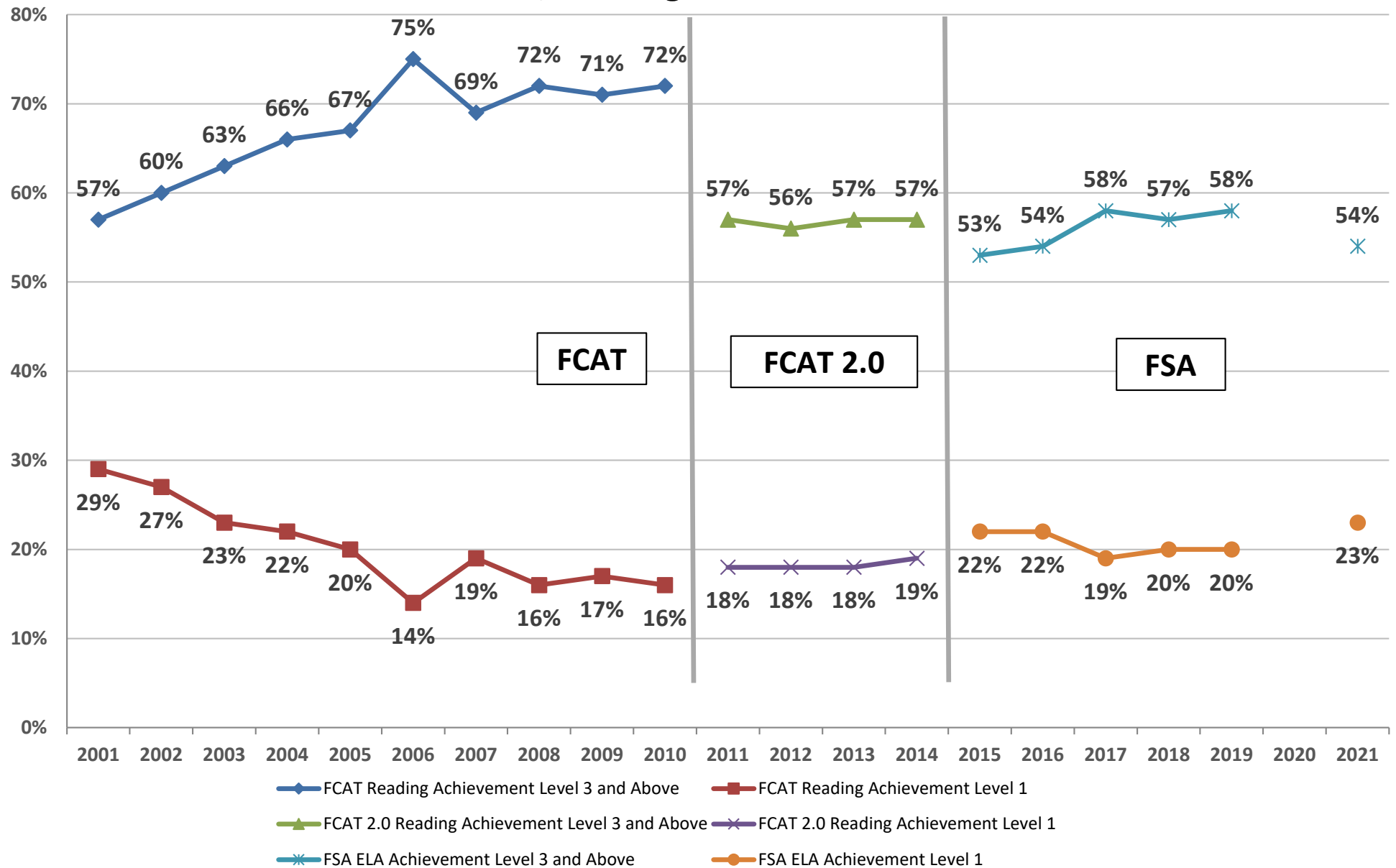
2002 – 2010

- **\$11-18 million- Just Read, Florida!** established and initially received an annual appropriation to support trainings and to carry out S. 1001.215, F.S. – *Literacy Coach Grants and Training, State Reading Endorsement Pathways, Florida Literacy and Reading Excellence (FLaRE) – 30 Regional Coordinators for Grades 4-12*
- **\$365 million total -\$45 million- annual Reading First** - serving 587 elementary schools, grades K-3 - *30 Regional Reading Coordinators, Literacy Coaches/Coach Log, Educator Training on Science of Reading, Unified Screening and Progress Monitoring System, Dedicated uninterrupted time for reading (90-120 min)*

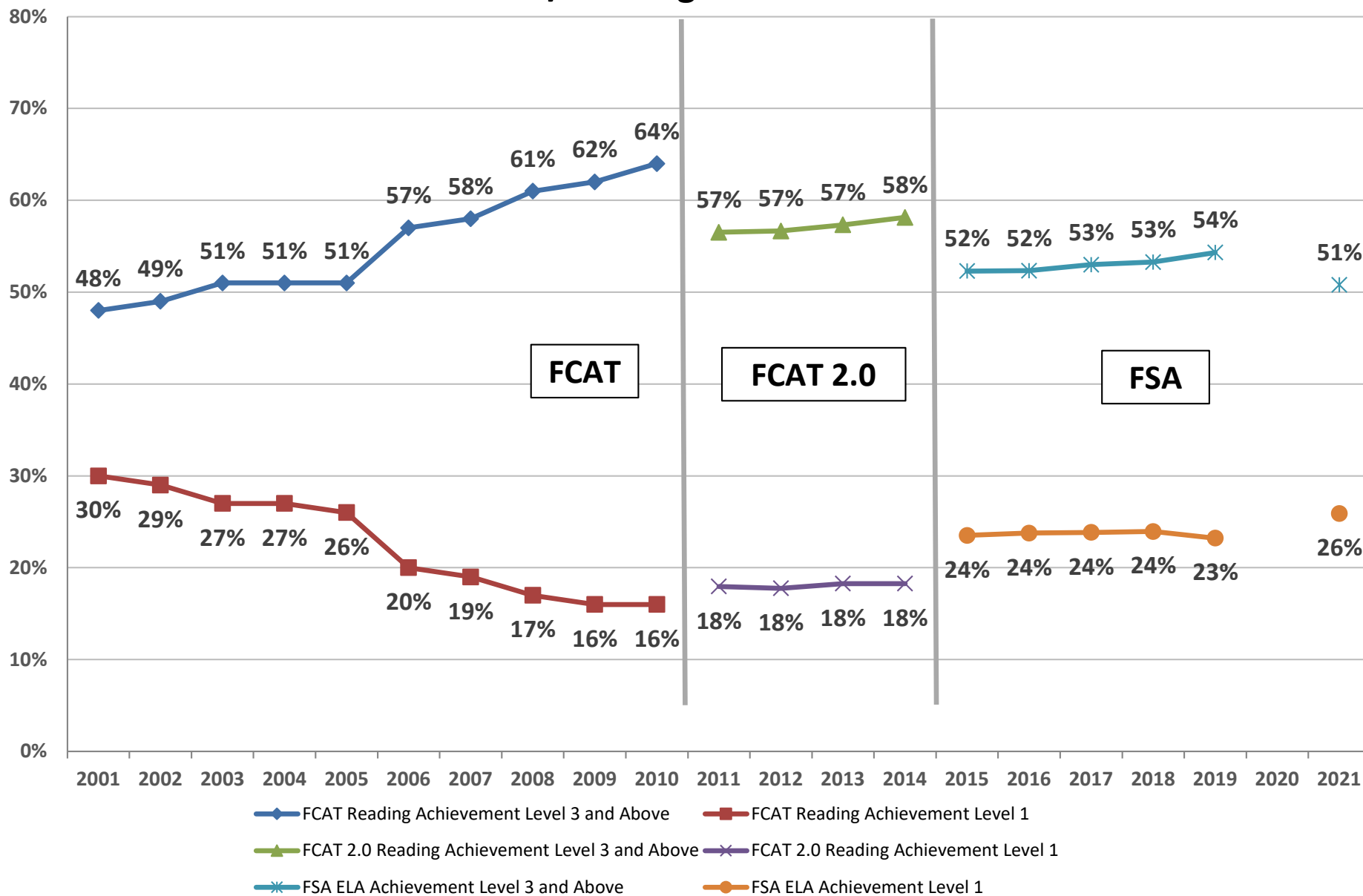
2006 – Present

- **\$111 million; increased to \$130 million- K-12 Comprehensive Evidence-Based Reading Plan** to institutionalize *Reading First* practices and literacy coaching

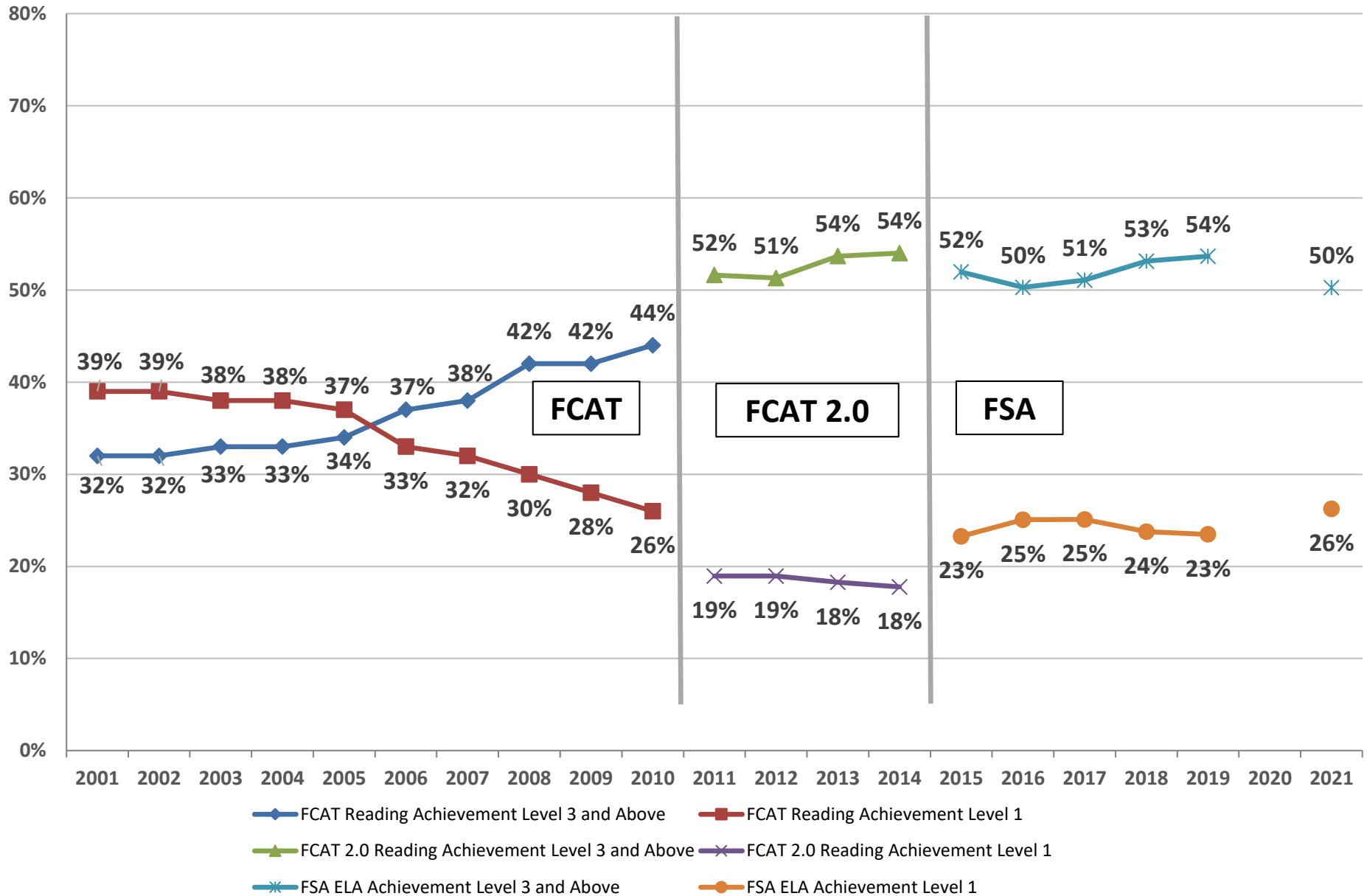
Grade 3 ELA/Reading Performance Over Time



Grades 6-8 ELA/Reading Performance Over Time

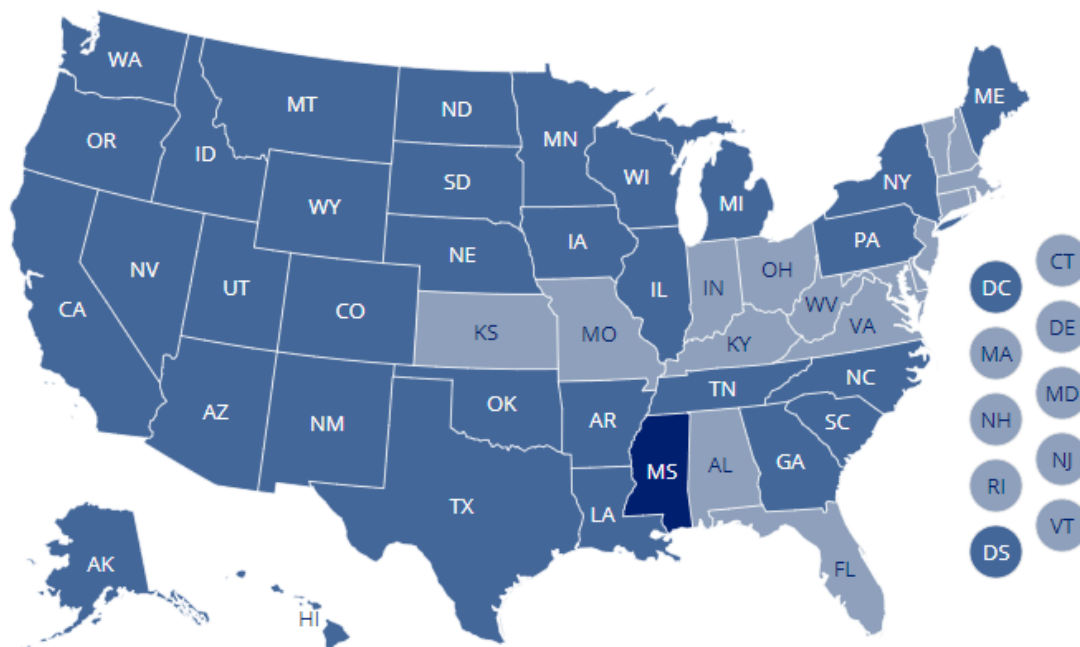
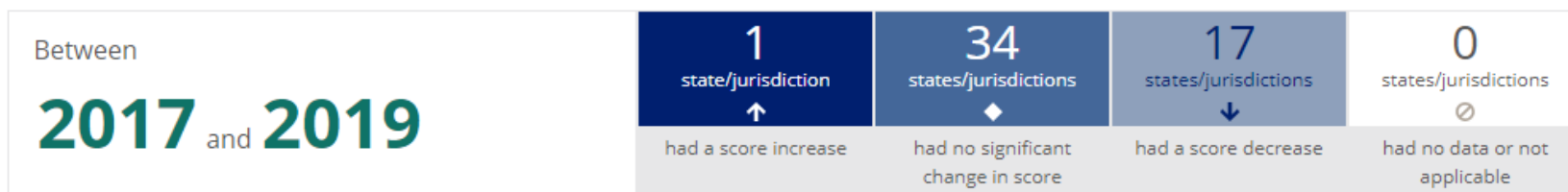


Grades 9-10 ELA/Reading Performance Over Time



National Assessment of Educational Progress (NAEP) 2019 scores show no significant change for most states compared to 2017

Change in average scores between 2017 and 2019 for fourth-grade public school students assessed in NAEP reading, by state/jurisdiction



NOTE: DS = Department of Defense Education Activity (DoDEA), a federally-operated nonpublic school system responsible for educating children of military families. See more about [DoDEA](#).

National Public Average Scale Score

↓ 1pt compared to 2017

NAEP Grade 4 Reading Average Scale Scores 2003-2019

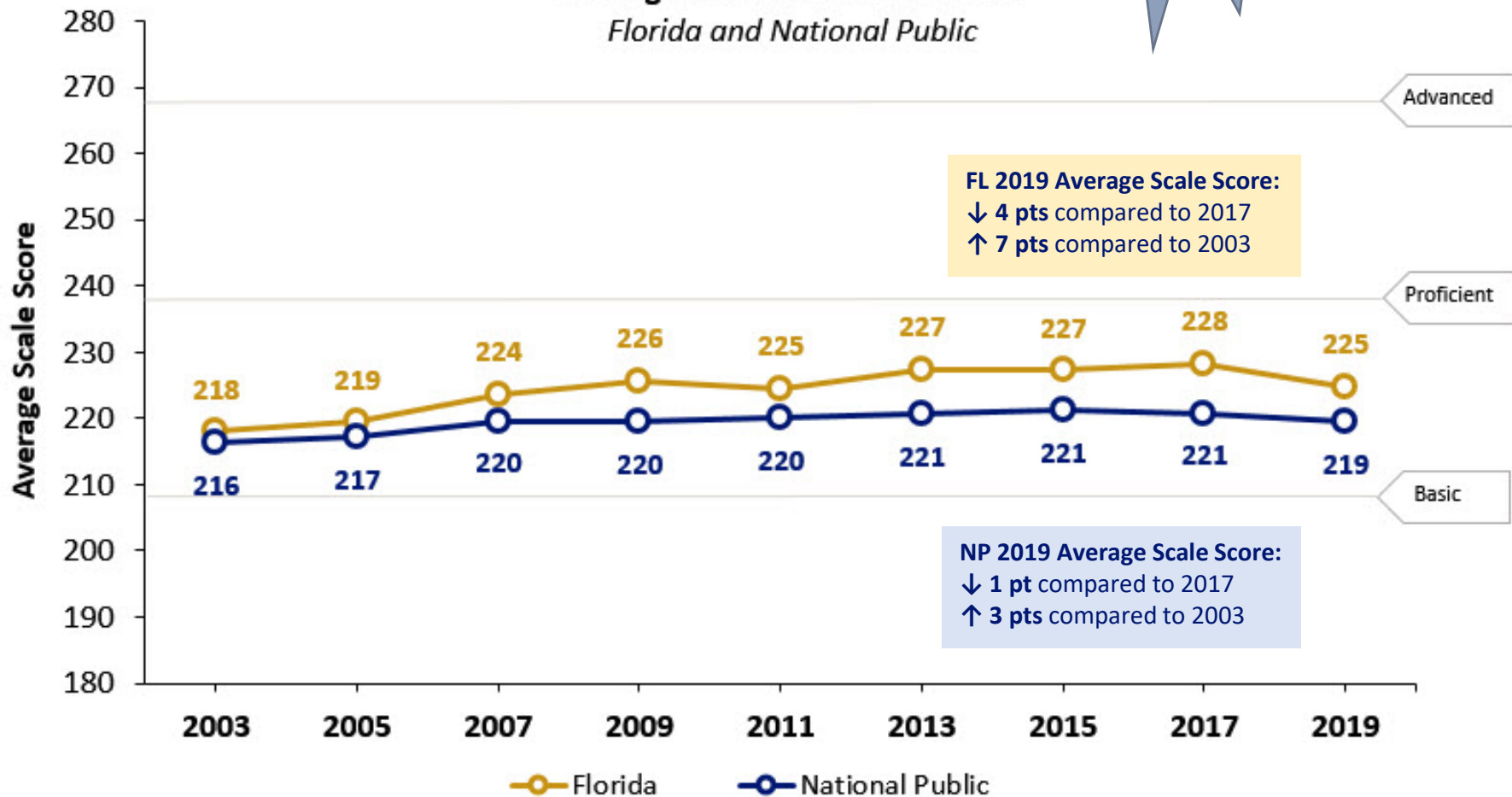


Grade 4 Reading

6th in the
Nation



NAEP Grade 4 Reading
Average Scale Scores: 2003-2019
Florida and National Public



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

Literacy Initiatives Timeline (Cont.)

2018 – Current

- **\$7.6 million-** Reading Scholarship Accounts
- **\$500k; increased to \$1 million** - UF Lastinger Center – Literacy Matrix

2020 – 2022

- **\$45 million-** CARES ACT

2021 – Current

- **\$14.5 million-** HB 7011 – Student Literacy
- **\$200 million-** HB 3 – New Worlds Reading Initiative
- **\$6 million-** District Intensive Reading Initiative Pilot

2021 – 2023

- **\$7 million-** ESSER II – Training for Literacy Coaches and School Principals
- **\$61 million-** ESSER II – Tutoring

CARES Literacy Initiatives (2020-2022)

1

Established a **screening/progress monitoring data collection system** to build capacity of educators to use data to inform professional development (PD) and improve instructional practice (**\$20 million**)

2

PD for educators on the B.E.S.T. ELA standards grounded in the science of reading, including the **provision of high-quality reading endorsement pathways** (**\$5 million**)

3

Created a **regional structure** to support districts and schools with improving literacy outcomes (18 State Regional Literacy Directors) (**\$5 million**)

4

Upskilling literacy coaches through establishing a **literacy coach credential program**; educators successfully completing program will earn a literacy coach credential on their certification (**\$5 million**)

5

Provided **high quality reading curriculum** for Tier 2 and Tier 3 instructional supports in K-3 classrooms (through High Quality Reading Curriculum Grant) to strengthen instructional materials (**\$20 million**)

HB 7011 - STUDENT LITERACY MAIN AREA OF FOCUS



1

VPK Emergent
Literacy
Training



2

VPK - Grade 8
Screening and
Progress
Monitoring System



3

Teacher
Preparation



4

RAISE - Regional
Support Teams and
High School
Tutoring Program



5

K-12 Evidence-
Based Reading
Plan/Reading
Allocation



6

Reading
Endorsement



7

K-3
Intervention
and Parent
Communication

\$8
million


\$6.5
million

Reading Achievement Initiative for Scholastic Excellence (RAISE) \$6.5 million-

Established 20 literacy support regions to improve literacy outcomes for students

CARES Act (2020-2021)

RAISE (2021-2022)

- 
- Double in size – going from 18 to 36 regional support team staff
 - An Executive Director to lead State Regional Literacy Directors (SRLDs)
 - Identify certain schools serving K-5 students that need literacy supports
 - School Improvement Plan (SIP) requirement for identified schools
 - Main difference in the level of support:
 - CARES - Universal and targeted supports (mostly regional and district level supports)
 - RAISE - extend supports for “boots on the ground” at the school level, to effectively build capacity of school level educators to improve literacy outcomes for students

Reading Achievement Initiative for Scholastic Excellence (RAISE) - High School Tutoring

- Establish a tutoring program and develop training to prepare high school students to tutor K-3 students with reading difficulties
- Provides eligibility criteria for high school students to participate in the tutoring program.
- Requires school districts that wish to participate in such a program to recruit, train and deploy eligible high school students.
- Students may earn up to 3 elective credits for high school graduation based on the hours the student spends tutoring under the program.
- Hours of tutoring may be counted toward meeting community service requirements for high school graduation and community service requirements for Florida Bright Futures.
- Requires FDOE to designate high school students providing at least 75 hours of tutoring as New Worlds Scholars.



HB 3 – New Worlds Reading Initiative

\$200 million



- Eligible K-5 students receive high-quality, free books on a monthly basis until the student is promoted to sixth grade or the parent opts out of the program.
- Eligible students include K-5 students with a substantial reading deficiency or scored below a Level 3 on the preceding year's statewide ELA assessment.
- FDOE designated UF Lastinger Center as the administrator of the initiative to work with districts for effective implementation.
- Students have options based on their interest and reading level.
- New Worlds Reading Initiative tax credit was created to fund program in perpetuity, capped at \$10 million 2021-22, \$30 million for 2022-23, and \$50 million annually thereafter.
- Books will arrive by December 31, 2021.

District Intensive Reading Initiative Pilot

\$6 million

PURPOSE:

Funding for the School District Intensive Reading Initiative Pilot provides ***additional*** reading intervention opportunities to students in kindergarten through grade 5 enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level.

Eligible LEA Applicants: Collier, Escambia, Gulf, Highlands, Lafayette, Indian River, Pasco, St. Johns, Santa Rosa, and Sarasota

Performance Period: July 1, 2021 through June 30, 2022

ESSER II

\$3 million- Literacy Coaches

- Provide multiple Literacy Coach Boot Camps to launch the Literacy Coach Credential Program established under CARES ACT

\$4 million- School Leaders

- Develop literacy leaders professional learning for elementary school principals for Just Read, Florida! and SRLDs to train school administrators as required under HB 7011
- Embed training in existing instructional leadership programs to ensure training at scale

\$61 million- Tutoring

- Designed to triage supports to students with the goal of closing early grade level gaps
- Intended to be deployed at scale for no more than two years
- Fully trained reading tutors to serve identified students in Kindergarten and 1st grade

Fiscal Summary

Program	Funding Source	Amount	Description
Reading Allocation (FEFP)	2021-36 SA 90	\$130 million	Separate reading allocation to prioritize literacy
Just Read, Florida!	2021-36 SA 133	\$1 million	Funds directly to UF Lastinger Center – Literacy Matrix
Establishment of State Regional Literacy Directors (SRLDs)	CARES	\$5 million	18 SRLDs/14 Regions
Professional learning in B.E.S.T. ELA Standards, including the provision of high-quality reading endorsement pathways	CARES	\$5 million	Delivered through SRLDs and certified Literacy Cadre Trainers (Reading Endorsement Pathways developed by FCRR and UF Lastinger Center)
Literacy Coach Credential Program	CARES	\$5 million	Development of Training and Train-the-Trainer (FCRR and UF Lastinger Center)
High Quality Reading Curriculum	CARES	\$20 million	Evidence-based curriculum/practices for K-3 students identified below grade level in reading
Regional Literacy Support (Directors)	2021-36 SA 137 (HB 7011)	\$6.5 million	To increase supports through SRLDs - Identified USF Manager/Fiscal Agent
District Intensive Reading Pilot	2021-36 SA 106	\$6 million	10 eligible districts; additional reading instruction /intervention for K-5 students below grade level
New Worlds Reading Initiative	2012-36 SA 145 & Section 152	\$200 million	UF Lastinger Center – Book Distribution
Literacy Coach Boot Camps	B0079 (ESSER II)	\$3 million	Launch Literacy Coach Credential initiative and provide multiple times throughout the year
Leading Literacy	B0079 (ESSER II)	\$4 million	Literacy training for elementary school leaders
High Quality Literacy Tutoring Program	B0079 (ESSER II)	\$61 million	Literacy tutoring for elementary schools with the goal of closing achievement gaps
TOTAL:		\$446.5 million	

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The Florida Senate

APPEARANCE RECORD

10/20/2021

Meeting Date

Education Appropriations

Committee

Deliver both copies of this form to
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Bill Number or Topic

Amendment Barcode (if applicable)

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S-001 (08/10/2021)

10/20/21

Meeting Date

The Florida Senate
APPEARANCE RECORD

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Bill Number or Topic

Committee

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S-001 (08/10/2021)

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Literacy Policy + Initiatives

Bill Number or Topic

10/20/2021

Meeting Date

Senate Education Appropriation

Committee

Amendment Barcode (if applicable)

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10-20-2021

Meeting Date

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Bill Number or Topic

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The Florida Senate

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Bill Number or Topic

Committee

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

10/20/21

Meeting Date

Education Appropriations

Committee

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Bill Number or Topic

Amendment Barcode (if applicable)

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Against

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Against

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

10/20/21

Meeting Date

Ed. Appropriations Senate

Committee

Deliver both copies of this form to
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Bill Number or Topic

Amendment Barcode (if applicable)

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OR

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Bill Number or Topic

Amendment Barcode (if applicable)

10/20/2021
Meeting Date

Committee

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S-001 (08/10/2021)

The Word Gap: The Early Years Make the Difference

Resources / Publications / Teaching Young Children / February/March 2014 / The Word Gap: The Early Years Make the Difference

LAURA J. COLKER

Children's vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013).

The study, conducted by researchers at Stanford University, tested the language processing of 18- and 24-month-old toddlers using pictures, instructions, and eye response. Each toddler sat in her caregiver's lap as images of two familiar objects were shown on a screen. (The caregiver wore sunglasses so the child could not be influenced by the caregiver's responses to the questions or images.) A recorded voice identified one of the objects by name and used it in a sentence (Look at the doggy). The researchers filmed the child's eye movements, tracking which picture the child looked at (vocabulary) and how long this took in milliseconds (processing time). (Watch a two-minute video of the study at www.youtube.com/watch?v=I7HN5LJOc-w&feature=youtu.be.)

Children from higher economic backgrounds looked at the identified object faster and spent more time looking at the correct image. At 24 months, children from the lower economic group were performing at the same level as the 18-month-olds from the high economic group in both speed and accuracy. The study also focused on the way children process new vocabulary. Here, too, young children from homes with low incomes lag behind children of the same age who are growing up in more affluent circumstances (Snow 2013).

This new information connects to what researchers discovered earlier. The landmark Hart and Risley study in 1995 identified "remarkable differences" in the early vocabulary experiences of young children. Researcher and author Betty Hart described the results of their observations: "Simply in words heard, the average child on welfare was having half as much experience per hour (616 words per hour) as the average working-class child (1,251 words per hour) and less than one-third that of the average child in a professional family (2,153 words per hour)" (Hart & Risley 2003, 8). This is important because vocabulary development during the preschool years is related to later reading skills and school success in general.

What this means for you

Eliminating this inequality will require early interventions that directly address the problem. Preschool teachers can build on what children already know and respond to their interests to introduce and reinforce new words. Here are some things you can do to help preschoolers build their vocabularies:

- Use new and interesting words in natural conversations. Try this at mealtimes or when presenting a new toy or material. Introducing a new word in context helps children learn what it means. For example, it's easier for children to learn what a ukulele is when they can see and hear it as well as listening to you say the word.
- Use gestures and facial expressions to help children make sense of new words. For example, when introducing the word joyful, you might smile and wave your arms about to convey what it means.
- Sing with children and recite poetry and rhymes to playfully introduce vocabulary.
- Talk with children and encourage children to talk with one another. Keep the conversation going by asking questions, making comments, and inviting children to think and share their ideas.
- Read to children daily, taking time to go over new words. Look for books with illustrations that provide clues to word meanings.
- Think about new vocabulary words that might come up on a field trip as part of the experience. A trip to an art exhibit could introduce the word landscape, while a trip to a pizza restaurant might introduce kneading dough.
- Give children ample time to learn the meaning and uses of new words before moving onto other words.
- Help families understand how important it is to talk with their children and share new vocabulary words. Send home suggested conversation starters based on children's interests and classroom projects. Include discussion questions in family literacy packs. Post videos of conversations between teachers and children.
- Advocate for equity. Make sure that all children have opportunities to learn and understand the meaning and uses of new words.

References

Fernald, A., V.A. Marchman, & A. Weisleder. 2013. "SES Differences in Language Processing Skill and Vocabulary Are Evident at 18 Months." *Developmental Science* 16 (2): 234–48.

Hart, B., & T.R. Risley. 1995. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Brookes.

Hart, B., & T.R. Risley. 2003. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator* 27 (1): 4–9. www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf.

Snow, K. 2013. "New Research on Early Disparities: Focus on Vocabulary and Language Processing," NAEYC (blog), October 29. www.naeyc.org/blogs/gclarke/2013/10/new-research-early-disparities-focus...

Resources

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Rich, M. 2013. "Language-Gap Study Bolsters a Push for Pre-K." *New York Times*, October 21. www.nytimes.com/2013/10/22/us/language-gap-study-bolsters-a-push-for-pre...

White, R. 2013. "Language Gap Between Rich and Poor Evident in Toddlers." *Reporting on Health, Children's Health Matters*, October 9. www.reportingonhealth.org/2013/10/08/language-gap-between-rich-and-poor-...

Photo © NAEYC

Audience: *Teacher*

Age: *Preschool*

Topics: *Child Development, Language, Oral Language, Vocabulary, TYC*



LAURA J. COLKER

Laura J. Colker, EdD, is president of L.J. Colker & Associates, in Washington, DC. She is an author, a lecturer, and a trainer in early childhood education with 40 years of experience. laura@ljcolkerassoc.com

Glossary of Education Acronyms

Acronym	Acronym Meaning	Description
ABLE	Access to Better Learning and Education	Statewide program that provides tuition assistance to Florida undergraduate students attending eligible private Florida colleges or universities.
AWD	Adults with Disabilities	
BEST	Benchmarks for Excellent Student Thinking	Florida's standards for English Language Arts (ELA).
BOG	Board of Governors	A 17-member governing board that serves as the governing body for the State University System of Florida.
BSA	Base Student Allocation	Base amount of funds allocated for each Fulltime Equivalent (FTE) student.
CAPE	Career and Professional Education	A statewide planning partnership between business and education communities to expand and retain high-value industry and sustain a vibrant state economy. Note: CAPE is directly linked (almost synonymous) with the industry certification process in Florida.
CARES	Coronavirus Aid, Relief, and Economic Security	Relief funds to address the impacts of the coronavirus pandemic.
CCDF	Child Care Development Fund	Federal grant program that provides resources to state, territory, and tribal grantees to enable low-income parents to work or pursue education and training so that they can better support their families while at the same time promoting the learning and development of their children. Note: Historically, this federal program has been referred to as "subsidized child care".
CO & DS	Capital Outlay & Debt Service	Revenue from license tag fees.
CRRSA	Coronavirus Response and Relief Supplemental Appropriations	
CSDDV	Children and Spouses of Deceased or Disabled Veterans	Provides student financial aid to dependent children or unremarried spouses of qualified Florida veterans.
DCD	District Cost Differential	Factor used to adjust funding in the Florida Education Finance Program (FEFP) to reflect each school district's cost of living or differences in the cost of wages or labor among counties.
DOE	Department of Education	
E&G	Education and General	Unrestricted operating funds and appropriations for state universities.
EASE	Effective Access to Student Enrollment	Statewide program that provides tuition assistance to Florida undergraduate students attending eligible private, non-profit Florida colleges or universities.

Acronym	Acronym Meaning	Description
EETF	Education Enhancement Trust Fund	Balance of funds transferred from the Department of Lottery to support education programs in Florida.
ELA	English Language Arts	Language Arts curriculum and instruction geared to provide all students with the foundation necessary to succeed in all academic areas through a comprehensive, integrated approach to literacy.
EPI	Educator Preparation Institute	A certification program for professionals who have a Bachelor's degree or beyond in any field other than education, and would like to obtain a Professional Certificate to teach in Florida.
ESE	Exceptional Student Education	Children who need ongoing intensive or specially designed instruction in school because of a disability qualify for Exceptional Student Education. This is often called ESE - Exceptional Student Education or sometimes referred to as special education.
ESSER	Elementary & Secondary School Emergency Relief Fund	Federal funds to help States and school districts safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.
FADSS	Florida Association of District School Superintendents	A statewide organization whose mission is to assist and support superintendents in providing leadership to ensure that every student in Florida acquires the skills, knowledge and attitude to be contributing members of our democratic society.
FAST	Florida's Assessment of Student Thinking	New end-of-year statewide Assessment, replacing the Florida Statewide Assessment (FSA).
FCAT	Florida Comprehension Achievement Test	Former statewide assessment used prior to the FSA.
FEFP	Florida Education Finance Program	Funding formula used to allocate funds appropriated to school districts for K-12 public school operations.
FCO	Fixed Capital Outlay	The appropriation or budget category used to fund real property.
FCS	Florida College System	A system of 28 public colleges in Florida.
FEA	Florida Education Association	Statewide teachers union.
FSA	Florida State Assessment	The FSA is Florida's primary statewide-standardized test for public schools. The FSA measure student achievement of the standards contained in the Florida Standards and the Next Generation Sunshine State Standards, respectively. Florida's educational

Acronym	Acronym Meaning	Description
		standards were developed with the goal of providing all students with an education based on high expectations.
FSAG	Florida Student Assistance Grants	Florida's largest state funded need-based student financial aid program.
FSDB	Florida School for Deaf and Blind	Tuition-free state public school for eligible Pre-K and K-12 students who are deaf/hard of hearing, blind/visually impaired, or deafblind.
FTE	Full-Time Equivalent	Conversion of the mix of part-time and full-time student program participation into a standard metric used for funding and reporting purposes.
FTIC	First Time in College	
HBCU	Historically Black Colleges and Universities	
ICUF	Independent Colleges and University of Florida	
IDEA	Individuals with Disabilities Education Act	Federal law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
IDEA	Individuals Dedicated to Excellence and Achievement	National Public Charter School Operator.
IEP	Individualized Education Plan	The IEP, Individualized Education Program, is a written document that is developed for each public school child who is eligible for exceptional student education (ESE). The IEP is created through a team effort and reviewed at least once a year. The IEP that tells the parent, the child, the teachers, and other school staff which ESE services the school will provide to the child.
IFAS	Institute of Food and Agricultural Sciences	
IHMC	Institute for Human and Machine Cognition	
KIPP	Knowledge is Power Program	National Public Charter School Operator
LEA	Local Educational Agency	
PBF	Performance Based Funding	
PECO	Public Education Capital Outlay	Primary source of funding for the capital needs of public schools, community colleges, and universities
PSE	Programs of Strategic Emphasis	

Acronym	Acronym Meaning	Description
RAISE	Reading Achievement Initiative for Scholastic Excellence	New initiative created from HB 7011 – in the 2021 session. Establish 20 literacy support regions and regional support teams, at the direction of a regional literacy support director to improve literacy outcomes for students. Launch a tutoring program and develop certain training to prepare high school students to tutor K-3 students with reading difficulties.
RLE	Required Local Effort	As part of the FEEP, the required local effort revenue is the amount of funds a district generates from levying the state certified local effort millage rate on the district's ad valorem property. All districts levy the required millage, which raises more or less dollars per student depending on the value of the local property
SEA	State Educational Agency	
SFO	Scholarship Funding Organization	A nonprofit organization that is approved to administer various K-12 choice scholarships in Florida, which include the Family Empowerment Scholarship, the Florida Tax Credit Scholarship, the Gardiner Scholarship, the Hope Scholarship, and the Reading Scholarship Programs.
SSTF	State School Trust Fund	Revenue related to unclaimed property that is used to support education programs in Florida.
STEAM-H	Science Technology Engineering Agriculture Mathematics and Health	
STEM	Science Technology Engineering and Math	
SUS	State University System	A system of 12 public universities in Florida.
VPK	Voluntary Pre-Kindergarten	Free educational program in Florida that prepares 4-year-olds for kindergarten and beyond. Part of Florida's Constitution.

State University System – Institutions

FAMU	Florida Agricultural and Mechanical University
FAU	Florida Atlantic University
FGCU	Florida Gulf Coast University
FIU	Florida International University
FPU	Florida Polytechnic University
FSU	Florida State University
NCF	New College of Florida
UCF	University of Central Florida

UF	University of Florida
UNF	University of North Florida
USF	University of South Florida
UWF	University of West Florida



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Education, *Chair*
Governmental Oversight and Accountability, *Vice Chair*
Appropriations Subcommittee on Education
Banking and Insurance
Commerce and Tourism
Regulated Industries
Rules

JOINT COMMITTEE:

Joint Select Committee on Collective Bargaining

SENATOR JOE GRUTERS

23rd District

October 20, 2021

The Honorable Doug Broxson, Chair
Appropriations Subcommittee on Education
201 The Capitol
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Chair Broxson:

I am writing to request an excused absence from the Appropriations Subcommittee on Education meeting on 10/20/2021.

Please do not hesitate to reach out to me if you have any questions.

Thank you,

A handwritten signature in black ink that reads "Joe Gruters". The signature is written in a cursive, flowing style.

Joe Gruters

cc: Tim Elwell, Staff Director
JoAnne Bennett, Committee Administrative Assistant

REPLY TO:

- ☐ 381 Interstate Boulevard, Sarasota, Florida 34240 (941) 378-6309
- ☐ 316 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5023

Senate's Website: www.flsenate.gov

WILTON SIMPSON
President of the Senate

AARON BEAN
President Pro Tempore



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Regulated Industries, *Chair*
Appropriations
Appropriations Subcommittee on Education
Commerce and Tourism
Community Affairs
Education
Rules

SENATOR TRAVIS HUTSON

7th District

October 20, 2021

The Honorable Doug Broxson
404 S. Monroe Street
Tallahassee, FL 32399-1100

Chair Broxson,

I am writing to request to be excused from today's Appropriations Subcommittee on Education meeting. Thank you for your consideration of this request.

Respectfully,

A handwritten signature in black ink that reads "Travis J. Hutson". The signature is written in a cursive style with a long horizontal line extending from the end.

Travis Hutson

REPLY TO:

- ☐ 4875 Palm Coast Parkway, NW, Suite 5, Palm Coast, Florida 32137 (386) 446-7610 FAX: (888) 263-3475
- ☐ 416 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5007

Senate's Website: www.flsenate.gov

WILTON SIMPSON
President of the Senate

AARON BEAN
President Pro Tempore

CourtSmart Tag Report

Room: KB 412
Caption: Senate Appropriations Subcommittee on Education

Case No.: -

Type:
Judge:

Started: 10/20/2021 3:33:40 PM

Ends: 10/20/2021 5:30:01 PM

Length: 01:56:22

3:33:39 PM	Call to order
3:34:06 PM	Roll Call
3:34:28 PM	Chair Broxson
3:40:26 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
3:58:24 PM	Chair Broxson
3:58:52 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
3:59:24 PM	Senator Cruz
4:00:27 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
4:01:33 PM	Senator Cruz
4:03:06 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
4:03:29 PM	Senator Cruz
4:03:56 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
4:04:11 PM	Senator Diaz
4:05:52 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
4:06:05 PM	Chair Broxson
4:06:20 PM	Senator Gibson
4:07:06 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
4:09:12 PM	Senator Gibson
4:09:47 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
4:12:04 PM	Senator Gibson
4:13:08 PM	Cari Miller, Vice Chancellor for Literacy Achievement at the Department of Education
4:14:24 PM	Chair Broxson
4:15:01 PM	Dr. Nicole Patton-Terry, Director, Florida Center for Reading Research, FSU
4:19:20 PM	Dr. Jose Dotres, Deputy Superintendent, Collier County School District
4:19:47 PM	Dr. Kam Patton, Superintendent, Collier County School District
4:29:00 PM	Dr. Jose Dotres, Deputy Superintendent, Collier County School District
4:32:15 PM	Dr. Kam Patton, Superintendent, Collier County School District
4:33:03 PM	Chair Broxson
4:33:17 PM	Dr. Kam Patton, Superintendent, Collier County School District
4:34:37 PM	Chair Broxson
4:35:38 PM	Dr. Brennan Aspen, Superintendent, Sarasota County School District
4:39:09 PM	Pause
4:39:22 PM	Recording Paused
4:43:47 PM	Recording Resumed
4:43:54 PM	Chair Broxson
4:46:12 PM	Dr. Brennan Aspen, Superintendent, Sarasota County School District
4:52:00 PM	Chris Renouf, Chief Academic Officer, Sarasota County School District
4:54:18 PM	Dr. Paige Pullen, Chief Academic Officer, University of Florida Lastinger Center for Learning
4:58:53 PM	Chair Broxson
5:00:00 PM	Patricia Kahler, Director of Schools and Elementary Education, Citrus County Public Schools
5:04:41 PM	Chair
5:05:04 PM	Patricia Kahler, Director of Schools and Elementary Education, Citrus County Public Schools
5:05:24 PM	Senator Passidomo
5:06:31 PM	Patricia Kahler, Director of Schools and Elementary Education, Citrus County Public Schools
5:06:52 PM	Chair Broxson
5:11:11 PM	Dr. Paige Pullen, Chief Academic Officer, University of Florida Lastinger Center
5:12:50 PM	Dr. Kam Patton, Superintendent, Collier County School District
5:15:05 PM	Chair Broxson
5:15:26 PM	Dr. Kam Patton, Superintendent, Collier County School District
5:15:47 PM	Senator Diaz
5:16:47 PM	Dr. Nicole Patton-Terry, Director, Florida Center for Reading Research, FSU
5:21:20 PM	Chair Broxson

5:21:31 PM	Dr. Nicole Patton-Terry, Director, Florida Center for Reading Research, FSU
5:22:30 PM	Patricia Kahler, Director of Schools and Elementary Education, Citrus County Public Schools
5:22:43 PM	Senator Diaz
5:22:59 PM	Senator Gibson
5:25:37 PM	Chair Broxson
5:26:11 PM	Patricia Kahler, Director of Schools and Elementary Education, Citrus County Public Schools
5:26:29 PM	Chair Broxson
5:27:16 PM	Dr. Brennan Aspen, Superintendent, Sarasota County School District
5:29:29 PM	Chair Broxson
5:29:41 PM	Meeting Adjourned