

1 A bill to be entitled
2 An act relating to education; creating s.
3 231.6015, F.S.; authorizing a mathematics and
4 science teacher education program; requiring
5 demonstration of certain uses of funds;
6 providing a program purpose, required
7 components, and resource allocation; requiring
8 collaborative planning and implementation;
9 authorizing incentives and certification;
10 creating s. 240.149, F.S.; creating a
11 nongovernmental organization to plan and
12 implement a program for mathematics and science
13 teacher education; requiring a board of
14 directors, a chief executive officer, other
15 staff, and an advisory council; providing for
16 membership, terms of office, and an
17 appointments process; providing responsibility
18 and authority to conduct certain activities;
19 requiring a budget request; amending s. 229.57,
20 F.S.; adding a science component to the
21 statewide assessment program; amending s.
22 229.592, F.S.; requiring a report; amending s.
23 231.600, F.S.; requiring certain additions to
24 professional development programs; amending s.
25 232.245, F.S.; adding a science component to
26 the requirements for pupil progression;
27 amending s. 236.08106, F.S.; authorizing a
28 salary bonus for teachers who complete certain
29 training programs; amending s. 236.685, F.S.;
30 requiring a report to include certain
31 information; providing an effective date.

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

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3 Section 1. Section 231.6015, Florida Statutes, is
4 created to read:

5 231.6015 Mathematics and science teacher education
6 program.--

7 (1) The Legislature intends to establish an inservice
8 professional development program to improve the teaching of
9 mathematics and science in Florida's public schools, with an
10 initial emphasis on students in kindergarten through grade 8.
11 The program may be conducted separately or in conjunction with
12 other inservice professional development programs provided by
13 a school district. The funds are directed to supplement but
14 not to supplant current professional development in
15 mathematics and science education.

16 (2) As used in this section, the term "teacher" has
17 the meaning ascribed to "instructional personnel" in s.
18 236.685.

19 (3) The purpose of the program is to improve the
20 ability of teachers to deliver instruction that:

21 (a) Concentrates learning on the Sunshine State
22 Standards and the subject matter content standards adopted by
23 the Education Standards Commission;

24 (b) Includes content in sequences designed to prepare
25 students for the state assessments of progress; and

26 (c) Demonstrates its quality by improvement in
27 students' classroom achievement.

28 (d) Identifies and challenges students who excel in
29 science and mathematics as well as those whose aptitude is
30 average or below average.

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1 (4) The program must be designed to improve a
2 teacher's command of content knowledge and teaching skills. If
3 resources are insufficient to provide adequate instruction for
4 all teachers, the program design should allocate those
5 resources so as to produce a measurable, systemic change in
6 student learning, rather than only to reach as many teachers
7 as possible.

8 (5) The program must:

9 (a) Employ strategies that have proved effective;

10 (b) Exploit current knowledge and research on
11 professional staff development and standards;

12 (c) Include a component for school board members and
13 administrators at the school level, school district
14 administration level, and state level;

15 (d) Involve the expertise of public and independent
16 universities, colleges, and community colleges in planning and
17 implementation;

18 (e) Provide for an incentive plan as authorized in s.
19 236.08106; and

20 (f) Include an evaluation of effectiveness as
21 determined by the Alliance for Improving Mathematics and
22 Science in Florida's Education Programs. The evaluation
23 component of the program must provide data capable of allowing
24 an analysis of the achievement of students before and after
25 the program was implemented and for an analysis of students
26 whose teachers participated in the program compared to a
27 cohort of students whose teachers did not. As much as
28 possible, the cohort must be selected from students of similar
29 demographic characteristics and selected measures of academic
30 achievement.

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1 (6) The Legislature shall determine annually in the
2 General Appropriations Act the funds to be available for this
3 program. Under s. 240.149, the Alliance for Improving
4 Mathematics and Science in Florida's Education Programs may
5 operate the delivery mechanisms for the program or may
6 delegate that authority to a school district, a consortium of
7 school districts, or a group operating under a charter
8 arranged by a district or consortium. The delivery mechanisms
9 should involve the expertise of science centers, and the
10 Alliance for Improving Mathematics and Science and school
11 boards are encouraged to arrange participation by science
12 centers in the planning and delivery of the program, including
13 participation in charter agreements, where appropriate. As
14 used in this subsection, a science center means a nonprofit
15 organization, recognized under section 501(c)(3) of the
16 Internal Revenue Code, that is a full member of the
17 Association of Science and Technology Centers, is accredited
18 by the American Association of Museums, and has had at least 5
19 years experience providing professional development and
20 support services to teachers throughout the state. The
21 administrators of each component of the program shall work
22 collaboratively with the Alliance for Improvement in
23 Mathematics and Science in Florida's Education Programs to
24 plan programs and activities provided by the professional
25 development program, including follow-up support for the
26 teachers.

27 (7) Teachers participating in the program may receive
28 compensation from the school district for their participation
29 and may use successful participation in the program for
30 extension of a certificate or for adding a new certification
31 area if the district has an approved add-on certification

1 program as provided by the State Board of Education. In
2 addition to a stipend for the workdays allocated to the
3 training, a teacher may be eligible for a salary bonus upon
4 successful completion of the program, under s. 236.08106.

5 (8) Delivery sites used in the program are joint-use
6 facilities and may be on property belonging to a school
7 district; a public or independent university, college, or
8 community college; or any other group under a contract
9 approved by the alliance.

10 (9) A community college or university may report
11 full-time equivalent students as a result of providing
12 instruction for the program if the instruction is provided
13 in-load by its own staff paid by its own resources.

14 (10) This section shall be implemented only to the
15 extent funded by the General Appropriations Act.

16 Section 2. Section 240.149, Florida Statutes, is
17 created to read:

18 240.149 Mathematics and science teacher education
19 organization; responsibility for program planning and
20 implementation.--

21 (1) An organization is established to plan and
22 implement the mathematics and science teacher education
23 program created in s. 231.6015. The organization will be known
24 as the Alliance for Improving Mathematics and Science in
25 Florida's Education Programs; must be recognized under section
26 501(c)(3) of the Internal Revenue Code and must be registered,
27 incorporated, organized, and operated in compliance with
28 chapter 617; and is not a unit or entity of state government.

29 (a) The organization shall execute its
30 responsibilities independently but is assigned to the Office
31 of the Commissioner of Education for administrative purposes.

1 (b) In the interest of sound public policy, the
2 Legislature determines that the organization is subject to the
3 provisions of chapter 119 that relate to public records, and
4 to the provisions of chapter 286 that relate to public
5 meetings and records.

6 (2) A board of directors shall govern the
7 organization. The members of the board shall be appointed by
8 the Commissioner of Education from recommendations provided by
9 the Postsecondary Education Planning Commission, the Education
10 Standards Commission, the Workforce Development Board of
11 Enterprise Florida, or other public or private organizations
12 with expertise in education or technology upon invitation of
13 the commissioner.

14 (a) Four members shall be employees of postsecondary
15 education institutions and must have expertise in science and
16 science education, mathematics and mathematics education, or a
17 related technical field.

18 (b) Four members shall be employees of Florida
19 district school boards; at least two of these members must be
20 teachers.

21 (c) Four members shall be from the private sector or
22 from another state and must have expertise in professional
23 staff development programs.

24 (d) One member shall serve ex-officio as a
25 representative of the Department of Education. An ex-officio
26 member may participate in all deliberations of the alliance
27 but may not vote.

28 (e) Members shall serve 4-year staggered terms, with
29 four of the members having initial terms of 2 years, 3 years,
30 and 4 years, respectively. The commissioner shall appoint a
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1 new member to fill the remainder of a vacant, unexpired term
2 and may reappoint a member.

3 (f) Members are entitled to reimbursement for travel
4 and per diem expenses, as provided in s. 112.061.

5 (3) The board of directors shall employ a chief
6 executive officer, who shall direct and supervise the
7 administrative affairs of the board of directors. The board of
8 directors may delegate to the chief executive officer any
9 powers and duties it finds appropriate. The chief executive
10 officer may contract with or employ legal and technical
11 experts and other employees as authorized by the board of
12 directors. The chief executive officer shall administer the
13 professional development grant program assigned to the
14 organization and other finances of the organization to ensure
15 appropriate accountability and the prudent use of public and
16 private funds.

17 (4) A council is created to assist the organization
18 and to apprise decision makers of its activities.

19 (a) The council shall be composed of six members who
20 represent the following governmental branches or sectors: one
21 member of the Florida Senate appointed by the President of the
22 Senate; one member of the Florida House of Representatives
23 appointed by the Speaker of the House of Representatives; a
24 representative of the Executive Office of the Governor
25 appointed by the Governor; a representative of the Department
26 of Education appointed by the Commissioner of Education; a
27 representative of the Florida Community College System
28 appointed by the executive director; and a representative of
29 the State University System appointed by the chancellor.

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1 (b) The council shall meet at least 4 times a year,
2 with one meeting conducted jointly with the board of
3 directors.

4 (5) The Alliance for Improving Mathematics and Science
5 in Florida's Educational Programs shall plan and oversee
6 implementation of the program created in s. 231.6015 and has
7 the responsibility and authority to conduct the following
8 activities:

9 (a) Establish and maintain a system of mathematics and
10 science education professional development programs as
11 provided in the General Appropriations Act.

12 (b) Provide for involvement of postsecondary education
13 in planning and implementation.

14 (c) Produce specialized professional development
15 program guidelines. These guidelines may include curricula and
16 instructional methods and must assure that the programs focus
17 on content learning, employ tested strategies, reflect the
18 nature of science and mathematics, and base their design on
19 current knowledge and research concerning professional
20 development.

21 (d) Provide for the selection and preparation of staff
22 to implement professional development in mathematics and
23 science.

24 (e) Establish priorities that school districts and
25 centers for educational enhancement shall use in selecting the
26 teachers to participate in the program. If the plan does not
27 provide for all teachers of kindergarten through grade 8 to
28 participate during a 4-year cycle, the selection priorities
29 must implement a rationale for disseminating the program's
30 benefits.

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1 (f) Design strategies for providing follow-up support
2 for each participating teacher. The follow-up strategies must
3 provide for integration of the principles learned in the
4 program into the teacher's workday for at least 1 year with
5 continuing follow-up for 3 additional years or more, as
6 provided in the General Appropriations Act.

7 (g) Design and oversee an incentive plan that will
8 encourage the participation of public school teachers and
9 administrators in the professional development program. The
10 incentive plan must provide for access to any merit-pay plans
11 developed by school districts and may provide for a stipend
12 and a salary bonus for participating teachers, under s.
13 236.08106. Such a bonus must be in addition to the teacher's
14 regular earnings from a school district and may not be awarded
15 until a teacher has successfully completed the program and
16 demonstrated through prescribed follow-up activities in the
17 classroom an improvement in student achievement in mathematics
18 or science.

19 (h) Measure the effectiveness of the professional
20 development program on learning and teaching in mathematics
21 and science. This impact assessment must assure state and
22 local quality control of the improvement of mathematics and
23 science teaching.

24 (6) By December 1, 1999, the board shall submit to the
25 office of the Commissioner of Education a proposed budget for
26 implementing the program in 2000-2003. The budget must contain
27 alternative plans for the participation of 100 percent, 50
28 percent, and 25 percent of the state's teachers at the
29 elementary and middle school levels by 2003.

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1 Section 3. Paragraphs (a) and (c) of subsection (3) of
2 section 229.57, Florida Statutes, 1998 Supplement, are amended
3 to read:

4 229.57 Student assessment program.--

5 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner is
6 directed to design and implement a statewide program of
7 educational assessment that provides information for the
8 improvement of the operation and management of the public
9 schools. The program must be designed, as far as possible, so
10 as not to conflict with ongoing district assessment programs
11 and so as to use information obtained from district programs.
12 Pursuant to the statewide assessment program, the commissioner
13 shall:

14 (a) Submit to the state board a list that specifies
15 student skills and competencies to which the goals for
16 education specified in the state plan apply, including, but
17 not limited to, reading, writing, science, and mathematics.
18 The skills and competencies must include problem-solving and
19 higher-order skills as appropriate. The commissioner shall
20 select such skills and competencies after receiving
21 recommendations from educators, citizens, and members of the
22 business community. The commissioner shall submit to the
23 state board revisions to the list of student skills and
24 competencies in order to maintain continuous progress toward
25 improvements in student proficiency.

26 (c) Develop and implement a student achievement
27 testing program as part of the statewide assessment program,
28 to be administered at designated times at the elementary,
29 middle, and high school levels to measure reading, writing,
30 science, and mathematics. The testing program must be
31 designed so that:

1 1. The tests measure student skills and competencies
2 adopted by the state board as specified in paragraph (a).
3 Science proficiency must be measured statewide beginning in
4 2003. The tests must measure and report student proficiency
5 levels in reading, writing, science, and mathematics. Other
6 content areas may be included as directed by the commissioner.
7 The commissioner shall provide for the tests to be developed
8 or obtained, as appropriate, through contracts and project
9 agreements with private vendors, public vendors, public
10 agencies, postsecondary institutions, or school districts.
11 The commissioner shall obtain input with respect to the design
12 and implementation of the testing program from state educators
13 and the public.

14 2. The tests are criterion-referenced and include, to
15 the extent determined by the commissioner, items that require
16 the student to produce information or perform tasks in such a
17 way that the skills and competencies he or she uses can be
18 measured.

19 3. Each testing program, whether at the elementary,
20 middle, or high school level, includes a test of writing in
21 which students are required to produce writings which are then
22 scored by appropriate methods.

23 4. A score is designated for each subject area tested,
24 below which score a student's performance is deemed
25 inadequate. The school districts shall provide appropriate
26 remedial instruction to students who score below these levels.

27 5. All 11th grade students take a high school
28 competency test developed by the state board to test minimum
29 student performance skills and competencies in reading,
30 writing, science, and mathematics. The test must be based on
31 the skills and competencies adopted by the state board

1 pursuant to paragraph (a). Upon recommendation of the
2 commissioner, the state board shall designate a passing score
3 for each part of the high school competency test. In
4 establishing passing scores, the state board shall consider
5 any possible negative impact of the test on minority students.
6 The commissioner may establish criteria whereby a student who
7 successfully demonstrates proficiency in either reading or
8 mathematics or both may be exempted from taking the
9 corresponding section of the high school competency test or
10 the college placement test. A student must earn a passing
11 score or have been exempted from each part of the high school
12 competency test in order to qualify for a regular high school
13 diploma. The school districts shall provide appropriate
14 remedial instruction to students who do not pass part of the
15 competency test.

16 6. Participation in the testing program is mandatory
17 for all students, except as otherwise prescribed by the
18 commissioner. The commissioner shall recommend rules to the
19 state board for the provision of test adaptations and
20 modifications of procedures as necessary for students in
21 exceptional education programs and for students who have
22 limited English proficiency.

23 7. A student seeking an adult high school diploma must
24 meet the same testing requirements that a regular high school
25 student must meet.

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27 The commissioner may design and implement student testing
28 programs for any grade level and subject area, based on
29 procedures designated by the commissioner to monitor
30 educational achievement in the state.

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1 Section 4. Subsection (5) of section 229.592, Florida
2 Statutes, 1998 Supplement, is amended to read:

3 229.592 Implementation of state system of school
4 improvement and education accountability.--

5 (5) STATE BOARD.--The State Board of Education shall
6 adopt rules necessary to implement a state system of school
7 improvement and education accountability. Such rules must be
8 based on recommendations of the Commission on Education Reform
9 and Accountability and must include, but need not be limited
10 to, a requirement that each school report identify the annual
11 Education Enhancement Trust Fund allocations to the district
12 and the school and how those allocations were used for
13 educational enhancement and supporting school improvement. The
14 rules must also require each school to report the number and
15 percentage of teachers who have achieved certification by the
16 National Board of Professional Teaching Standards and, for
17 schools that contain a kindergarten or grade 1 through 8, the
18 number and proportion of teachers who have successfully
19 completed the program to improve mathematics and science
20 teaching, under s. 236.08106.

21 Section 5. Subsection (3) of section 231.600, Florida
22 Statutes, 1998 Supplement, is amended to read:

23 231.600 School Community Professional Development
24 Act.--

25 (3) The activities designed to implement this section
26 must:

27 (a) Increase the success of educators in guiding
28 student learning and development so as to implement state and
29 local educational initiatives;

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1 (b) Assist the school community in developing in
2 school children the dispositions that will motivate them to be
3 active learners; ~~and~~

4 (c) Provide continuous support, rather than temporary
5 intervention, for improving the performance of teachers and
6 others who assist children in their learning; ~~and~~

7 (d) Assure that teacher education programs in science,
8 mathematics, and technology education will be fully aligned
9 with the content of science tasks included in statewide
10 testing scheduled for 2003. These education programs must
11 assure that all teachers, especially teachers of kindergarten
12 through grade 8, know and understand the science and
13 mathematics standards included in the Sunshine State Standards
14 and the Subject Matter Content Standards adopted by the
15 Education Standards Commission.

16 Section 6. Subsections (1), (2), (3), and (6) of
17 section 232.245, Florida Statutes, are amended to read:

18 232.245 Pupil progression; remedial instruction;
19 reporting requirements.--

20 (1) It is the intent of the Legislature that each
21 student's progression from one grade to another be determined,
22 in part, upon proficiency in reading, writing, science, and
23 mathematics; that school district policies facilitate such
24 proficiency; and that each student and his or her parent or
25 legal guardian be informed of that student's academic
26 progress.

27 (2) Each district school board shall establish a
28 comprehensive program for pupil progression which must
29 include:
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1 (a) Standards for evaluating each pupil's performance,
2 including how well he or she masters the performance standards
3 approved by the state board according to s. 229.565; and

4 (b) Specific levels of performance in reading,
5 writing, science, and mathematics for each grade level,
6 including the levels of performance on statewide assessments
7 at selected grade levels in elementary school, middle school,
8 and high school as defined by the Commissioner of Education,
9 below which a student must receive remediation and may be
10 retained.

11 (3) Each student must participate in the statewide
12 assessment tests required by s. 229.57. Each student who does
13 not meet specific levels of performance as determined by the
14 district school board in reading, writing, science, and
15 mathematics for each grade level, or who does not meet
16 specific levels of performance, determined by the Commissioner
17 of Education, on statewide assessments at selected grade
18 levels, must be provided with additional diagnostic
19 assessments to determine the nature of the student's
20 difficulty and areas of academic need. The school in which the
21 student is enrolled must develop, in consultation with the
22 student's parent or legal guardian, and implement an academic
23 improvement plan designed to assist the student in meeting
24 state and district expectations for proficiency. Each plan
25 must include the provision of intensive remedial instruction
26 in the areas of weakness through one or more of the following
27 activities, as considered appropriate by the school
28 administration:

29 (a) Summer school coursework;

30 (b) Extended-day services;

31 (c) Parent tutorial programs;

1 (d) Contracted academic services;
2 (e) Exceptional education services; or
3 (f) Suspension of curriculum other than reading,
4 writing, science, and mathematics. Remedial instruction
5 provided during high school may not be in lieu of English and
6 mathematics credits required for graduation.

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8 Upon subsequent evaluation, if the documented deficiency has
9 not been corrected in accordance with the academic improvement
10 plan, the student may be retained. Each student who does not
11 meet the minimum performance expectations defined by the
12 Commissioner of Education for the statewide assessment tests
13 in reading, writing, science, and mathematics must retake the
14 state assessment test in the subject area of deficiency and
15 must continue remedial instruction until the expectations are
16 met or the student graduates from high school or is not
17 subject to compulsory school attendance.

18 (6) Each district must annually report to the parent
19 or legal guardian of each student the progress of the student
20 towards achieving state and district expectations for
21 proficiency in reading, writing, science, and mathematics. The
22 district must report to the parent or legal guardian the
23 student's results on each statewide assessment test. The
24 evaluation of each student's progress must be based upon the
25 student's classroom work, observations, tests, district and
26 state assessments, and other relevant information. Progress
27 reporting must be provided to the parent or legal guardian in
28 writing in a format adopted by the district school board.

29 Section 7. Subsection (2) of section 236.08106,
30 Florida Statutes, 1998 Supplement, is amended to read:

31 236.08106 Excellent Teaching Program.--

1 (2) The Excellent Teaching Program is created to
2 provide categorical funding for monetary incentives and
3 bonuses for teaching excellence. The Department of Education
4 shall allocate and distribute to each school district an
5 amount as prescribed annually by the Legislature for the
6 Excellent Teaching Program. Unless otherwise provided in the
7 General Appropriations Act, each school district's annual
8 allocation shall be the sum of the amounts earned for the
9 following incentives and bonuses:

10 (a) A salary bonus or increased stipend for teachers
11 who successfully complete the program to improve the teaching
12 of mathematics and science in Florida, under s. 231.6015. The
13 criteria for successful completion of the program must be
14 established by the Alliance for Improving Mathematics and
15 Science in Florida's Education Programs and must include a
16 demonstration through prescribed follow-up activities in the
17 classroom of an improvement in student achievement in
18 mathematics or science.

19 ~~(b)(a)~~ A fee subsidy to be paid by the school district
20 to the NBPTS on behalf of each individual who is an employee
21 of the district school board or a public school within that
22 school district, who is certified by the district to have
23 demonstrated satisfactory teaching performance pursuant to s.
24 231.29 and who satisfies the prerequisites for participating
25 in the NBPTS certification program, and who agrees, in
26 writing, to pay 10 percent of the NBPTS participation fee and
27 to participate in the NBPTS certification program during the
28 school year for which the fee subsidy is provided. The fee
29 subsidy for each eligible participant shall be an amount equal
30 to 90 percent of the fee charged for participating in the
31 NBPTS certification program, but not more than \$1,800 per

1 eligible participant. The fee subsidy is a one-time award and
2 may not be duplicated for any individual.

3 (c)~~(d)~~ A portfolio-preparation incentive of \$150 for
4 each teacher employed by the district school board or a public
5 school within the district who is participating in the NBPTS
6 certification program. The portfolio-preparation incentive is
7 a one-time award paid during the school year for which the
8 NBPTS fee subsidy is provided.

9 (d)~~(e)~~ An annual bonus equal to 10 percent of the
10 prior fiscal year's statewide average salary for classroom
11 teachers to be paid to each individual who holds NBPTS
12 certification and is employed by the district school board or
13 by a public school within that school district. The district
14 school board shall distribute the annual bonus to each
15 individual who meets the requirements of this paragraph and
16 who is certified annually by the district to have demonstrated
17 satisfactory teaching performance pursuant to s. 231.29. The
18 annual bonus may be paid as a single payment or divided into
19 not more than three payments.

20 (e)~~(d)~~ An annual bonus equal to 10 percent of the
21 prior fiscal year's statewide average salary for classroom
22 teachers to be paid to each individual who meets the
23 requirements of paragraph (d)~~(e)~~ and agrees, in writing, to
24 provide the equivalent of 12 workdays of mentoring and related
25 services to public school teachers within the district who do
26 not hold NBPTS certification. The district school board shall
27 distribute the annual bonus in a single payment following the
28 completion of all required mentoring and related services for
29 the year. It is not the intent of the Legislature to remove
30 excellent teachers from their assigned classrooms; therefore,
31 credit may not be granted by a school district or public

1 school for mentoring or related services provided during the
2 regular school day or during the 196 days of required service
3 for the school year.

4 (f)~~(e)~~ The district shall receive an amount equal to
5 50 percent of the teacher bonuses provided under paragraphs
6 (d)~~(e)~~ and (e)~~(d)~~, which shall be used by the district for
7 professional development of teachers. The district must give
8 priority to using all funds received pursuant to this
9 paragraph for professional development of teachers employed at
10 schools identified as performing at critically low levels.

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12 A teacher for whom the state pays the certification fee and
13 who does not complete the certification program or does not
14 teach in a public school of this state for a least 1 year
15 after completing the certification program must repay the
16 amount of the certification fee to the state. However, a
17 teacher who completes the certification program but fails to
18 be awarded NBPTS certification is not required to repay the
19 amount of the certification fee if the teacher meets the
20 1-year teaching requirement. Repayment is not required of a
21 teacher who does not complete the certification program or
22 fails to fulfill the teaching requirement because of the
23 teacher's death or disability or because of other extenuating
24 circumstances as determined by the State Board of Education.

25 Section 8. Paragraph (a) of subsection (4) of section
26 236.685, Florida Statutes, is amended to read:

27 236.685 Educational funding accountability.--

28 (4)(a) The school public accountability report to
29 parents must include the number of employees in each of the
30 categories listed in subsection (3), by work location.
31 However, this does not include the number of temporary

1 substitute employees. The report must also include the number
2 and proportion of instructional personnel in kindergarten
3 through grade 8 who have achieved certification by the
4 National Board of Professional Teaching Standards or have
5 completed the program to improve mathematics and science
6 teaching in Florida under s. 236.08106.

7 Section 9. This act shall take effect July 1, 1999.

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