

STORAGE NAME: h0901.edk

DATE: March 16, 1999

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
EDUCATION K-12
ANALYSIS**

BILL #: HB 901

RELATING TO: Teacher Certification (Speech-Language Impairment)

SPONSOR(S): Representative Crady

COMPANION BILL(S): SB 1186

ORIGINATING COMMITTEE(S)/COMMITTEE(S) OF REFERENCE:

- (1) EDUCATION K-12
 - (2) COLLEGES & UNIVERSITIES
 - (3) GOVERNMENT RULES & REGULATIONS
 - (4)
 - (5)
-

I. SUMMARY:

HB 901 provides for applicants who hold a bachelor's degree in speech-language impairment who are not enrolled in a master's degree program in speech-language impairment to be certified and authorized to provide services under the direction of a speech-language pathologist. This bill requires the State Board of Education to adopt rules necessary to implement this certification by August 1, 1999.

The fiscal impact of this bill is indeterminate.

II. SUBSTANTIVE ANALYSIS:

A. PRESENT SITUATION:

EXCEPTIONS FOR ISSUANCE OF CERTIFICATES.-- The department must issue a temporary certificate to applicants who meet all requirements established by law and rule for issuance of a professional certificate, other than passing the examination or completing the professional education courses in which the applicant is deficient.

The department must issue one nonrenewable 2-year temporary certificate and one nonrenewable 5-year professional certificate to a qualified applicant who holds a bachelor's degree in the area of speech-language impairment *to allow for completion of a master's degree program in speech-language impairment.*

The state board must adopt rules to allow the department to *reissue* temporary certificates as follows:

- ◆ One additional 2-year temporary certificate when the requirements for the professional certificate were not completed because of the serious illness, injury, or other extraordinary, extenuating circumstance of the applicant.
- ◆ A 1-year extension of the temporary certificate for an applicant who was employed less than 99 days during the first year of teaching.
- ◆ Two additional 2-year temporary certificates to an applicant who is completing the training and professional education course requirements for an English or language arts teacher of students with limited proficiency in English.
- ◆ A 1-year extension of the temporary certificate to a foreign educated applicant who is completing professional certification requirements, or to a bilingual curriculum content teacher of students with limited proficiency in English.
- ◆ One additional 2-year temporary certificate to an applicant who is completing college credits to satisfy the professional education requirements for certification.

Rules for Speech-language Specialization Requirements

Rule 6A-4.0176 (2), F.A.C., Specialization Requirements for Certification in the Area of Speech-Language Impaired (Grades K-12) - Academic Class. Completion of specialization requirements must be accomplished by one of the following plans:

- ◆ Plan one. A master's or higher degree with a graduate major in speech-language pathology;
- ◆ Plan two. A valid license in speech-language pathology issued pursuant to shall be a letter of verification of licensure from the issuing agency;
- ◆ Plan three. A valid certificate of clinical competence issued by the American Speech-Language Hearing Association. Appropriate documentation to the Department shall be a letter of verification from the issuing agency; and
- ◆ Plan four. A master's or higher degree with a minimum of course work.

Personnel and Student Data

(Source information from Annual Exception Education Personnel Data Report, December 1997 and DOE Exceptional Student Membership Survey-duplicated, March 1999.)

- ◆ 1,953 individuals with Teaching Certificates with the coverage of Speech Correction;
- ◆ 2,073 individuals with Teaching Certificates with the coverage area of Speech/Language Impaired. This number includes professional and 2 year/5 year temporary certificates. (Information from Bureau of Teacher Certification February 1999.);
- ◆ 2,568 teachers employed/contracted in-field in speech or language impaired programs;

- ◆ 78 teachers employed/contracted in-field in speech or language impaired programs;
- ◆ 236 new teachers are employed/contracted in-field in speech or language impaired programs;
- ◆ 25 new teachers are employed/contracted out-of-field in speech or language impaired programs;
- ◆ 87,978 speech impaired students; and
- ◆ 78,385 language impaired.

B. EFFECT OF PROPOSED CHANGES:

The bill provides for applicants who hold a bachelor's degree in speech-language impairment who are not enrolled in a master's degree program in speech-language impairment to be certified and authorized to provide services under the direction of a speech-language pathologist. The bill requires the State Board of Education to adopt rules necessary to implement this certification by August 1, 1999.

The bill will allow districts greater flexibility in responding to an existing shortage of speech-language pathologists.

C. APPLICATION OF PRINCIPLES:

1. Less Government:

- a. Does the bill create, increase or reduce, either directly or indirectly:

- (1) any authority to make rules or adjudicate disputes?

The State Board of Education must adopt rules to for certification in the area of speech-language impairments at the bachelor's level.

- (2) any new responsibilities, obligations or work for other governmental or private organizations or individuals?

No.

- (3) any entitlement to a government service or benefit?

No.

- b. If an agency or program is eliminated or reduced:

An agency or program is not eliminated or reduced.

- (1) what responsibilities, costs and powers are passed on to another program, agency, level of government, or private entity?

N/A

- (2) what is the cost of such responsibility at the new level/agency?

N/A

- (3) how is the new agency accountable to the people governed?

N/A

2. Lower Taxes:

- a. Does the bill increase anyone's taxes?
No.
- b. Does the bill require or authorize an increase in any fees?
No.
- c. Does the bill reduce total taxes, both rates and revenues?
No.
- d. Does the bill reduce total fees, both rates and revenues?
No.
- e. Does the bill authorize any fee or tax increase by any local government?
No.

3. Personal Responsibility:

- a. Does the bill reduce or eliminate an entitlement to government services or subsidy?
No.
- b. Do the beneficiaries of the legislation directly pay any portion of the cost of implementation and operation?
No.

4. Individual Freedom:

- a. Does the bill increase the allowable options of individuals or private organizations/associations to conduct their own affairs?

The bill allows certification for qualified applicants who hold a bachelor's degree in the area of speech-language impairment and who are not enrolled in a master's degree program in speech-language impairment.
- b. Does the bill prohibit, or create new government interference with, any presently lawful activity?
No.

5. Family Empowerment:

- a. If the bill purports to provide services to families or children:
This bill does not purport to provide services to families or children.
(1) Who evaluates the family's needs?
N/A

(2) Who makes the decisions?

N/A

(3) Are private alternatives permitted?

N/A

(4) Are families required to participate in a program?

N/A

(5) Are families penalized for not participating in a program?

N/A

b. Does the bill directly affect the legal rights and obligations between family members?

No.

c. If the bill creates or changes a program providing services to families or children, in which of the following does the bill vest control of the program, either through direct participation or appointment authority:

This bill does not create or change a program providing services to families or children.

(1) parents and guardians?

N/A

(2) service providers?

N/A

(3) government employees/agencies?

N/A

D. STATUTE(S) AFFECTED:

The bill amends s. 231.17, F.S.

E. SECTION-BY-SECTION ANALYSIS:

Section 1: This section provides for applicants who hold a bachelor's degree in speech-language impairment who are not enrolled in a master's degree program in speech-language impairment to be certified and authorized to provide services under the direction of a speech-language pathologist. This bill requires the State Board of Education to adopt rules necessary to implement this certification by August 1, 1999.

Section 2: This section specifies an effective date of July 1, 1999.

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring Effects:

None.

2. Recurring Effects:

None.

3. Long Run Effects Other Than Normal Growth:

None.

4. Total Revenues and Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring Effects:

None.

2. Recurring Effects:

Persons with bachelor's level certification could be hired to fill currently vacant but allocated positions. The requirement that such individuals work under the direction of a speech-language pathologist may require districts to redirect or hire additional pathologist-level personnel to provide the appropriate direction. The cost of additional supervision will vary depending on the salary schedule in a particular district.

3. Long Run Effects Other Than Normal Growth:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:

None.

2. Direct Private Sector Benefits:

None.

3. Effects on Competition, Private Enterprise and Employment Markets:

None.

D. FISCAL COMMENTS:

See above.

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

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A. **APPLICABILITY OF THE MANDATES PROVISION:**

This bill does not require counties or municipalities to spend funds or to take an action requiring the expenditure of funds.

B. **REDUCTION OF REVENUE RAISING AUTHORITY:**

This bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

C. **REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:**

This bill does not reduce the percentage of a state tax shared with counties or municipalities.

V. **COMMENTS:**

None.

VI. **AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:**

None.

VII. **SIGNATURES:**

COMMITTEE ON EDUCATION K-12:

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