

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 7103 PCB EDC 20-04 Education

SPONSOR(S): Education Committee, Sullivan

TIED BILLS: None **IDEN./SIM. BILLS:** CS/SB 1220

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Education Committee	15 Y, 0 N	D'Souza	Hassell

SUMMARY ANALYSIS

The bill provides flexibility in meeting teacher preparation program and professional development requirements in order to improve professional growth and student learning.

Specifically, the bill requires each district school board to calculate a proportionate share of professional development funds for each classroom teacher. Each classroom teacher must be allowed to use up to 25 percent of his or her proportionate share of funds to select professional development that addresses the academic needs of students or an identified area of professional growth. The DOE must identify these professional development opportunities in which the teacher must demonstrate proficiency in a specific classroom practice.

The bill limits teacher training on topics not linked to professional growth and student learning to count towards inservice requirements only once per 5-year professional educator certificate validity cycle.

The bill allows students in public postsecondary teacher preparation programs to meet GPA and General Knowledge Test requirements prior to completion of the program instead of as a condition of admission. Accordingly, the bill removes the authority for teacher preparation programs to waive admission requirements.

Other Provisions

The bill requires the Commissioner of Education to submit a report by December 1, 2020, to the Governor, Senate President, Speaker of the House, Board of Governors, and State Board of Education to provide recommendations addressing the feasibility of implementing the Pathways in Technology Early College High School program, or a similar program, in Florida.

The bill excludes costs associated with a solar energy system from the cost per student station caps on public school construction. Excluded costs would include equipment, installation, design and engineering, permitting, and testing for a solar energy system.

The bill has an indeterminate fiscal impact. See Fiscal Comments.

The bill provides an effective date of July 1, 2020, except as otherwise provided.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Teacher Preparation Programs

Present Situation

State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and subject area knowledge for purposes of attaining an educator certificate.¹

As part of the initial approval requirements² for a teacher preparation program, the program must require its students to meet, at a minimum, the following prerequisites for admission into the program:³

- Have at least a 2.5 GPA for the general education component of undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum of a 2.5 GPA from any college or university.⁴
- Demonstrate mastery of general knowledge, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination⁵ or, for a graduate level program, obtain a baccalaureate degree from an institution.⁶

Teacher preparation programs may waive these admissions requirements for up to 10 percent of admitted students. Programs must implement strategies to ensure these students receive assistance to meet the professional certificate requirements and must annually report their status to the Department of Education (DOE).

Effect of Proposed Changes

The bill allows students in public postsecondary teacher preparation programs to meet GPA and General Knowledge Test requirements prior to completion of the program instead of as a condition of admission. Accordingly, the bill removes the authority for teacher preparation programs to waive admission requirements.

Professional Educator Certificate Renewal

Present Situation

In order for a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.⁷ The professional educator certificate is Florida's highest tier of full-time educator certification⁸ and must be renewed every 5 years.⁹ An educator must submit an application,¹⁰ pay a fee,¹¹ and earn at least six

¹ See Florida Department of Education, *Professional Development in Florida*, <http://www.fldoe.org/teaching/professional-dev/> (last visited Feb. 27, 2020). See also rule 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.

² Section 1004.04(3)(a)-(c), F.S.

³ Section 1004.04(3)(b)1.-2., F.S.

⁴ See rule 6A-4.003(1), F.A.C. The college or university must be accredited by a regional accrediting association as defined by the State Board of Education (SBE) rule or any college or university otherwise approved by the SBE.

⁵ See s. 1012.56(3)(a), F.S. and rule 6A-4.0021, F.A.C.

⁶ See rule 6A-4.003(1), F.A.C. The institution must be accredited or approved by the SBE.

⁷ Sections 1012.55(1) and 1002.33(12)(f), F.S.

⁸ Rule 6A-4.004(2), F.A.C.

⁹ Section 1012.585(2)(a), F.S.

college credits or 120 inservice points, or a combination of both, during each 5-year validity cycle to renew his or her professional certification.¹² At least three college credits or 60 inservice points must be earned in each subject area for which renewal is sought.¹³

For each area of specialization to be retained on a certificate, the teacher must earn at least three of the required credit hours or equivalent inservice points in the specialization area.¹⁴ Training in other topics such as drug abuse, dropout prevention, or child abuse and neglect may also be applied to certain specialization requirements.¹⁵

In addition to specialization requirements, each teacher must also earn a minimum of one college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities for renewal of a professional certificate.¹⁶ This requirement may not add to the total 120 hours required by the DOE for continuing education or inservice training.

Current law requires school districts to develop a professional development system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations.¹⁷ Among other things, the professional development system must:¹⁸

- support and increase the success of educators through collaboratively developed school improvement plans;
- assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- provide training to teacher mentors as part of professional development certification and education competency programs.

A school district's professional development system must include a master inservice plan, or professional learning catalog, that identifies the educational training programs that may generate inservice points toward recertification or add-on certification.¹⁹ Each district catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom.²⁰

¹⁰ Rule 6A-4.0051(3)(b), F.A.C. The DOE processes certification renewals for individuals who are not employed by district school boards. Section 1012.585(1)(b), F.S. District school boards are responsible for processing certificate renewals for school district employees. Section 1012.585(1)(a), F.S.

¹¹ Rules 6A-4.0051(3)(b) and 6A-4.0012(1)(a)1., F.A.C. The fee for a certification renewal is \$56.

¹² Section 1012.585(3)(a), F.S. Applicants may combine college credits and inservice points to meet this requirement. One semester hour of college credit is equivalent to 20 inservice points. Rule 6A-4.0051(1)(a)2., F.A.C. College credits must be earned at an accredited or state board-approved institution. Inservice points must be earned through participation in state board-approved school district inservice activities. Rule 6A-4.0051(1)(a)1., F.A.C.; see rule 6A-4.003(1) and (2), F.A.C. (list of approved accrediting agencies and guidelines for nonaccredited approved institutions).

¹³ Section 1012.585(3)(a), F.S.

¹⁴ Section 1012.585(3)(a), F.S. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the SBE in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy specialization requirements.

¹⁵ See s. 1012.585(3)(a), F.S.

¹⁶ Section 1012.585(3)(e), F.S.

¹⁷ Section 1012.98(4)(b), F.S.

¹⁸ See Section 1012.98(4)(b)1.-11., F.S.

¹⁹ Section 1012.98(4)(b)5., F.S.; Florida Department of Education, *Master Inservice Plans*, <http://www.fldoe.org/teaching/professional-dev/master-inservice-plans-mip.stml> (last visited Feb. 24, 2020).

²⁰ Section 1012.98(4)(b)5., F.S.

In addition to improving school district professional development systems,²¹ the DOE is required to disseminate research-based professional development methods and programs that have demonstrated success in meeting identified student needs, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.²²

School districts may require classroom teachers to earn inservice points on an annual basis in mandatory topics that are not related to professional growth or student learning, and do not contribute to the necessary requirements for professional certificate renewal. Such training may include topics such as bloodborne pathogen exposure prevention, hazard communication, and medication administration.²³

Effect of Proposed Changes

To focus teacher professional development on professional growth and student learning, the bill allows mandatory training on a topic not linked to these outcomes to count toward inservice requirements only once per 5-year professional educator certificate validity cycle.

Teacher Professional Development Funds

Present Situation

The School Community Professional Development Act requires each district school board to provide funding, from the base student allocation per full-time equivalent student or from other funds, for the professional development system²⁴ and direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support teachers in enhancing rigor and relevance in the classroom.²⁵

The following chart identifies Florida school districts' total expenditure amounts (includes federal, state, and local fund sources) over the past 8 years for "Instructional Staff Training Services."²⁶ These services include activities designed to contribute to the professional growth and competence of instructional staff during the time of their service to the school board or school, such as workshops, demonstrations, school visits, college credit courses, sabbatical leave and travel leave.²⁷

Fiscal Year	Amount Spent
2018-19	\$449,956,994
2017-18	\$415,148,693
2016-17	\$421,209,675
2015-16	\$430,077,130

²¹ Section 1012.98(4)(b)1., F.S.

²² Section 1012.98(4)(a)1., F.S.

²³ Collier County Public Schools, *1st Year Teacher Completion Form*,

<https://www.collierschools.com/cms/lib/FL01903251/Centricity/Domain/114/1stYearForm.pdf> (last visited Feb. 24, 2020).

²⁴ See s. 1011.62, F.S.

²⁵ Section 1012.98(5), F.S.

²⁶ Email from Ryan Bailey, Analyst, Florida House PreK-12 Appropriations Subcommittee, (Feb. 25, 2020).

²⁷ *Id.*

2014-15	\$430,505,947
2013-14	\$421,842,486
2012-13	\$400,371,248
2011-12	\$397,831,402

Effect of Proposed Changes

The bill requires each district school board to calculate a proportionate share of its professional development funds for each teacher. Each teacher must be allowed to use up to 25 percent of his or her proportionate share of funds to select professional development that addresses the academic needs of students or an identified area of professional growth. The DOE must identify these professional development opportunities in which the teacher must demonstrate proficiency in a specific classroom practice.

The Pathways in Technology Early College High School Program

Present Situation

The “Pathways in Technology Early College High School (P-TECH) 9-14 School Model” is a pioneering global education reform initiative created by IBM that prepares students with the academic, technical and professional skills required for 21st century jobs and ongoing education.²⁸ In September 2011, the first P-TECH school was launched in Brooklyn, New York, through a public-private partnership between IBM, the New York City Department of Education, and The City University of New York.²⁹ The P-TECH school was designed to accomplish two goals:

- Address the global “skills gap” and strengthen regional economies by building a workforce with the academic, technical and professional skills required for new jobs.
- Provide underserved youth with an innovative education that creates a direct pathway to college attainment and career readiness.³⁰

From the first school launched in 2011, the P-TECH model has been implemented in over 204 schools across eight states in the United States and 16 international countries.³¹ Over 500 companies are partnering with schools in industries, such as health information management, advanced manufacturing and energy technology.³²

Students who participated in the first P-TECH Brooklyn School cohort achieved a 100 percent graduation rate from high school, and 112 students went on to graduate with both their high school and associate degrees in science, technology, engineering, or math (STEM).³³ The graduation rate for those students was more than four times the national on-time community college graduation rate, and five times the rate for students from low-income families.³⁴

How the Model Works

The P-TECH model is a partnership among K-12, postsecondary institutions, and industry, whereby the partners commit to providing students with rigorous and hands-on academic, technical, and workplace experiences.³⁵ P-TECH schools span grades 9-14, and enable students to earn both a high school

²⁸ P-TECH, *About*, <http://www.ptech.org/about/> (last visited Feb. 24, 2020).

²⁹ P-TECH, *History*, <http://www.ptech.org/about/history/> (last visited Feb. 24, 2020).

³⁰ *Id.*

³¹ P-TECH, *Our Schools Map*, <http://www.ptech.org/resources/schools-map/> (last visited Feb. 24, 2020). The eight U.S. states with P-TECH schools include New York, Illinois, Connecticut, Maryland, Colorado, Rhode Island, Texas, and Louisiana.

³² P-TECH, *History*, <http://www.ptech.org/about/history/> (last visited Feb. 24, 2020).

³³ P-TECH, *Results*, <http://www.ptech.org/impact/results/> (last visited Feb. 24, 2020).

³⁴ Rick Hess, *Straight Up Conversation: IBM Foundation Chief Jen Crozier on P-TECH Schools* (Oct. 18, 2018), http://blogs.edweek.org/edweek/rick_hess_straight_up/2018/10/straight_up_conversation_ibm_foundation_chief_jen_crozier_on_p-tech_schools.html (last visited Feb. 24, 2020).

³⁵ P-TECH, *How it Works-The Model*, <http://www.ptech.org/how-it-works/the-model/> (last visited Feb. 24, 2020).

diploma and a no-cost, 2-year postsecondary degree in a STEM field.³⁶ Students participate in a range of workplace experiences, which include mentorship, worksite visits, and paid internships. The P-TECH model is designed as a 6-year experience; however, students are able to move at their own pace and may complete it in 4 years.³⁷ The model is comprised of six key components:

- Public-Private Partnership: developing and sustaining partnerships with the school district, postsecondary institution, and one or more major employers.
- Six-Year Integrated Program: integrating high school and college courses, which are aligned to essential industry skills and lead to a postsecondary degree for students.³⁸
- Workplace Learning: providing opportunities for students to obtain and develop workplace skills both in the classroom and with hands-on experiences.
- Open Enrollment: schools are open to all students and have no grade or testing requirements for admission.
- No Cost: the P-TECH school program and the associate degree earned is provided at no cost to students or their families.
- Access to Jobs: industry partners commit to making graduates first in line for jobs.³⁹

Funding for a P-TECH school comes from a variety of sources including K-12 schools, postsecondary, workforce, and other grants. Ensuring adequate funding for the school is important for its ongoing sustainability and high-quality replication in a state.⁴⁰

Effect of Proposed Changes

To determine the feasibility of implementing the P-TECH program, or a similar program, in Florida, the bill requires the Commissioner of Education to submit a report by December 1, 2020, to the Governor, Senate President, Speaker of the House, Board of Governors, and the SBE, with recommendations addressing the feasibility of implementing in Florida.

The bill requires the P-TECH program, or a similar program, to achieve the following:

- Incorporate secondary and postsecondary education with workforce education and work experience in a flexible 6-year integrated model.
- Allow students to earn a high school diploma, an associate degree, and applicable industry certifications and gain work experience, within 6 years after enrolling in the 9th grade.
- Have an open enrollment policy that encourages a diverse student body, including students from low-income families and first-generation college students.
- Support student success through flexible class scheduling, advising and mentoring, and other wrap-around services.
- Provide seamless articulation to Florida's postsecondary institutions.

The commissioner's report must, at a minimum, include the following:

- Timelines for implementing a P-TECH program, or similar program, including courses of study which support completion in 4 to 6 years and which meet regional workforce demand.
- A funding model that provides the P-TECH program, or similar program, at no cost to students and may incorporate K-12, postsecondary, and workforce funding, grants, scholarships, and other funding options.
- Partnerships with industries and businesses, including private investment, work-based job training, internships, and priority placement for job opportunities after graduation.
- Recommendations for modifications, if any, to the school and school district accountability requirements.⁴¹

³⁶ P-TECH, *Mission*, <http://www.ptech.org/about/mission/> (last visited Feb. 24, 2020).

³⁷ *Id.*

³⁸ P-TECH, *College Partner*, <http://www.ptech.org/how-it-works/partners/college-partners/> (last visited Feb. 24, 2020). P-TECH schools are aimed at creating a structure that allows a student to complete an associate in applied science degree aligned to high-potential jobs. A choice between a maximum of two degrees provides greater structure and support for students.

³⁹ P-TECH, *How it Works-The Model*, <http://www.ptech.org/how-it-works/the-model/> (last visited Feb. 24, 2020).

⁴⁰ P-TECH, *How it Works-Funding*, <http://www.ptech.org/how-it-works/funding/> (last visited Feb. 24, 2020).

⁴¹ Section 1008.34, F.S.

The bill provides that this section of law will be effective upon becoming law and expire on December 1, 2020.

Solar Panels in Schools

Present Situation

Under current law, school districts are encouraged to invest in energy conservation measures including the use of “renewable energy systems, such as solar, biomass, and wind”.⁴² Florida law defines “solar energy system” as “the equipment and requisite hardware that provide and are used for collecting, transferring, converting, storing, or using incident solar energy for water heating, space heating, cooling, or other applications that would otherwise require the use of a conventional source of energy such as petroleum products, natural gas, manufactured gas, or electricity”.⁴³

For hot water systems in newly-constructed educational facilities, Florida law requires that each school facility with a demand for hot water exceeding 1,000 gallons a day be constructed with a solar energy system as the primary energy source so long as it is physically and economically feasible. The solar energy system must also provide at least 65 percent of the facility’s estimated needs.⁴⁴ Heated swimming and wading pools must, when feasible, be heated by a solar energy system or waste heat recovery system.⁴⁵

Cost Per Student Station

In Florida, construction costs for traditional K-12 public school facilities are reported based on the cost per student station.⁴⁶ The statutory cost per student station baseline was initially set in 1997 and was amended in 2003 and in 2006.⁴⁷ In 2005, the DOE conducted a study on overall inflation of school construction costs, including the Consumer Price Index (CPI) and other factors. The cost per student station levels adopted in 2006 were based on the DOE’s study recommendations.⁴⁸ The statutory cost per student station is adjusted to reflect increases or decreases in the CPI. The law does not specifically assign this adjustment function; however, the DOE and the Office of Economic and Demographic Research (EDR) work together to calculate and disseminate the new statutory caps.⁴⁹

The table below summarizes the December 2019 forecast by EDR for the January 2020 cost per student station caps:⁵⁰

Type of School	Cost Per Student Station
Elementary School	\$23,275
Middle School	\$25,135
High School	\$32,648

The law states that cost per student station includes contract costs, fees of architects and engineers, and the cost of furniture and equipment.⁵¹ Contract costs include costs for construction within five feet

⁴² Section 1013.23, F.S.

⁴³ Section 212.02(26), F.S.

⁴⁴ Section 1013.44(2), F.S.

⁴⁵ Section 1013.44(3), F.S.

⁴⁶ Section 1013.64(6), F.S.

⁴⁷ Office of Economic and Demographic Research, *Special Research Projects*, available at <http://edr.state.fl.us/Content/special-research-projects/education/CostPerStudentStation.pdf>.

⁴⁸ Section 1013.64(6)(b)1., F.S.

⁴⁹ The Office of Economic and Demographic Research (EDR) is a research arm of the Legislature principally concerned with forecasting economic and social trends that affect policy making, revenues, and appropriations. Office of Economic and Demographic Research, *Welcome*, <http://edr.state.fl.us/Content/> (last visited Feb 26, 2020).

⁵⁰ Office of Economic and Demographic Research, *Student Station Cost Factors* (December 10, 2019), available at <http://edr.state.fl.us/Content/conferences/peco/studentstation.pdf>.

of the building, including materials and supplies, as well as any furniture or equipment permanently attached to the building.⁵² Cost per student station does not include the cost of purchasing or leasing the site for the construction, legal and administrative costs, or the cost of related site or offsite improvements.⁵³

Site improvement costs include work performed on a site from five feet away from the building to the site boundary, including costs for utility siting and interconnection.⁵⁴ Further excluded from the cost per student station are costs for school safety and hardening items and other capital construction items approved by the school safety specialist to ensure building security for new educational, auxiliary, or ancillary facilities.⁵⁵

Under current law, a solar energy system that is within five feet of the building or permanently attached to the building is considered a contract cost and counts toward the cost per student station. However, a solar energy system that is located five feet or more away from the building is considered a site improvement cost and not counted in the cost per student station.⁵⁶

District school boards are prohibited from using funds from specified sources, including the nonvoted 1.5-mill levy of ad valorem property taxes, for any new construction of education plant space with a total cost per student station that exceeds the caps in the table above.⁵⁷ An exception is provided for a contract for architectural and design services or for construction management services executed before July 1, 2017.⁵⁸

While Florida law provides caps on cost per student station spending, there is no corresponding penalty for exceeding the caps. Repealed in 2019, a school district was previously subject to sanctions that included deeming a school district ineligible for Public Education Capital Outlay (PECO) funds and Debt Services Trust Fund funds for 3 years.⁵⁹ Additionally, an offending school district would have been subject to supervision of a district capital outlay oversight committee, and would need approval from the committee for all capital outlay expenditures for new construction, renovations, and remodeling for three fiscal years.⁶⁰

Effect of Proposed Changes

The bill excludes from cost per student station caps any costs associated with a solar energy system located on the property of a school facility. Excluded costs would include equipment, installation, design and engineering, permitting, and testing for a solar energy system.

B. SECTION DIRECTORY:

Section 1. Amends s. 1004.04, F.S., revising requirements for entrance into certain teacher preparation programs.

Section 2. Amends s. 1012.585, F.S., limiting the types of training for which a teacher may earn inservice points.

Section 3. Amends s. 1012.98, F.S., requiring district school boards to calculate an amount for use by teachers for professional development.

⁵¹ Section 1013.64(6)(d), F.S. *See* flush left.

⁵² Florida Department of Education, *Review and Adjustment for Florida's Cost per Student Station* (January 1, 2020), available at <http://www.fldoe.org/core/fileparse.php/7738/urlt/2020AnnCSSR.pdf> [hereinafter referred to as Florida's Cost per Student Station].

⁵³ Section 1013.64(6)(d), F.S. *See* flush left.

⁵⁴ *See* Florida's Cost per Student Station. *supra*, note 47.

⁵⁵ Section 1013.64(6)(d), F.S. *See* flush left.

⁵⁶ *See* Florida's Cost per Student Station. *supra*, note 47.

⁵⁷ Section 1013.64(6)(b)1., F.S.

⁵⁸ Section 1013.64(6)(b)3., F.S.

⁵⁹ Section 1013.64(6)(c), F.S.

⁶⁰ *Id.*

Section 4. Amends s. 1013.44, F.S., prohibiting costs associated with certain solar energy systems from being included in certain cost per student station limitations.

Section 5. Requires the Commissioner of Education to submit a report by December 1, 2020, on the feasibility of implementing a certain program.

Section 6. Provides an effective date of July 1, 2020, except as otherwise provided.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

Solar Panels in Schools

The fiscal impact is indeterminate. School districts would be able to install a solar energy system without exceeding the cost per student station cap. While the up-front costs to construct a facility with a solar energy system may be higher than a comparable facility with conventional power sources, future utility savings could recoup some or all of the initial costs. The cost/benefit for installing a solar energy system will vary based on the type of system, the size of the school facility, and the amount of energy consumed by the school facility.

Most school district facilities are funded from local school district revenue sources including the district local capital improvement tax, county local sales surtax, and school district local sales surtax.⁶¹ Any additional costs associated with installing solar energy systems would be borne by the school district, and the district would also realize any future utility cost savings. The state's cost for constructing school facilities could potentially increase for Special Facilities Construction Account projects that include a solar energy system. These projects are largely funded through the PECO Trust Fund.⁶² Future utility cost savings would be realized by the school district.

III. COMMENTS

⁶¹ See Florida Department of Education, Finance, Funding & Financial Reporting, *School District Annual Financial Reports (AFR)*, available at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/profiles-of-fl-school-diss.shtml> (last visited Feb. 26, 2020).

⁶² Section 1013.64(2), F.S.

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On February 26, 2020, the Education Committee adopted one amendment and reported the bill favorably. The amendment excludes costs associated with a solar energy system from the cost per student station caps on public school construction.

The analysis is drafted to the bill adopted by the Education Committee.