

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

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

BILL: SB 836

INTRODUCER: Senator Simmons

SUBJECT: Funds for the Operation of Schools

DATE: January 27, 2020

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Brick</u>	<u>Sikes</u>	<u>ED</u>	Favorable
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Pre-meeting
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 836 provides for school districts to receive additional funding through the Florida Education Finance Program (FEFP) for each student who receives an Advanced Placement (AP) Capstone Diploma and meets the requirements for a standard high school diploma.

The bill does not require appropriation of additional state funds. The bill may increase funding provided through the FEFP to those school districts that offer the AP Capstone Diploma. See Section V.

The bill takes effect July 1, 2020.

II. Present Situation:

Articulated acceleration mechanisms are intended to shorten the time necessary for a student to earn a high school diploma and a postsecondary degree, broaden the scope of curricular options available, and increase the depth of study available for a particular subject.¹ The law provides the following benefits to schools and students engaged in these programs:

- Successful completion of a course in any of these programs qualifies for college credit.²
- The percentage of a school's students eligible to earn college credit through any of these programs favorably affects the school's grade.³
- A grade earned in any of these programs is assigned additional weight for determining student eligibility for a Bright Futures Scholarship.⁴

¹ Section 1007.27(1), F.S.

² Section 1003.4295, F.S.

³ Section 1008.34(3)(b)2.b., F.S.

⁴ Section 1009.531(3)(a), F.S.

The AP Program

The AP Program enables students to pursue college-level studies while still in high school.⁵ The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year.⁶ A student must score a ‘3’ or higher, on a 5-point scale, to earn postsecondary credit through the AP Program.⁷

AP Capstone is a diploma granted to students who earn a score of ‘3’ or higher in AP Seminar and AP Research and on four additional AP exams chosen by the student. The program is based on the AP Seminar and AP Research courses, which are yearlong AP courses.⁸ These courses are designed to complement the other AP courses that the AP Capstone student must take.⁹ AP Seminar and AP Research use an interdisciplinary approach to develop skills students need for college-level work.¹⁰ In the 2018-2019 academic year, 1,402 students in 228 high schools in Florida earned an AP Capstone Diploma.¹¹

International Baccalaureate (IB) and Advanced International Certificate of Education (AICE) Diploma Programs

The IB Diploma is only awarded to students who complete, over the course of a two-year program:¹²

- Six subjects chosen from six subject groups, which include:
 - Studies in language and literature
 - Language acquisition
 - Individuals and societies
 - Sciences
 - Mathematics
 - The arts
- An extended essay with a prescribed limit of 4,000 words.
- A theory of knowledge course exploring the nature of knowledge across all disciplines.
- At least three hours each week in creativity, action, and service, which includes participation in the arts, individual and team sports or expeditions or projects, and community and social service activities.

⁵ College Board, AP Central, *AP at a Glance*, <https://apcentral.collegeboard.org/about-ap/ap-a-glance> (last visited Jan. 8, 2020).

⁶ *Id.*

⁷ See ss. 1007.27(5) and 1007.23(1), F.S.

⁸ College Board, *AP Capstone Diploma Program*, <https://apcentral.collegeboard.org/courses/ap-capstone> (last visited Jan. 3, 2020).

⁹ *Id.*

¹⁰ *Id.*

¹¹ Email, College Board (Jan. 7, 2020).

¹² International Baccalaureate, *The IB Diploma Programme*, <https://web.archive.org/web/20100703000358/http://www.ibo.org/diploma/> (last visited Jan. 8, 2020).

To earn the AICE Diploma, students must achieve seven credits within a 25-month period, including at least one credit in:¹³

- A Cambridge International Global Perspectives & Research course;
- Mathematics and science;
- Languages; and
- Arts and humanities.

Successful completion of an IB or AICE curriculum satisfies the credit requirement for receipt of a standard high school diploma,¹⁴ but no similar recognition exists for completion of an AP Capstone Diploma.

Florida Education Finance Program

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts. Under the FEFP, financial support for education is based on the full-time equivalent (FTE) student membership in the public schools.¹⁵ The number of FTE students in each of the funded education programs is multiplied by cost factors¹⁶ relative to each program to obtain weighted FTE student values.¹⁷

A student who is enrolled in the AP, IB, or AICE programs and earns a qualifying score on a subject exam in an AP, IB, or full-credit AICE course generates an additional value of 0.16 FTE student membership for a school district.¹⁸ Additionally, classroom teachers may receive bonus funds for the performance of their students on AP, IB, and AICE examinations. School districts must use the additional FTE funds for purposes specified in law.¹⁹

During the 2018-2019 school year, 107,237 Florida public school students received a score of ‘3’ or higher on 183,438 AP exams.²⁰ In the 2019-2020 fiscal year, the additional FTE membership value associated with each student who earns a qualifying score on an AP exam is approximately \$688.²¹

Florida law currently provides additional bonus funding through the FEFP for school districts for each student who receives an IB or AICE diploma. A student earning an IB or AICE diploma

¹³ Cambridge Assessment International Education, *Cambridge AICE Diploma*, <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/> (last visited Jan. 8, 2020). Students may also complete up to two credits in Interdisciplinary subjects.

¹⁴ Section 1003.4282(1)(a), F.S.

¹⁵ Section 1011.62, F.S.

¹⁶ Program cost factors are based on desired relative cost differences between the following programs as established in the annual General Appropriations Act: grades K-3; 4-8; 9-12; two program cost factors for exceptional students; secondary career education programs; and English for Speakers of Other Languages. Section 1011.62(1)(c), F.S.

¹⁷ Section 1011.62, F.S.; Florida Department of Education, *2019-2020 Funding for Florida School Districts*, <http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>.

¹⁸ Section 1011.62(1)(1-n), F.S. A student enrolled in a half-credit AICE course generates an additional value of 0.08 FTE.

¹⁹ Section 1011.62(1)(1)-(n), F.S.

²⁰ Email, College Board (Jan. 7, 2020).

²¹ This figure was calculated with the base student allocation of \$4,279.49, as provided in Specific Appropriation 93, s. 2, ch. 2019-115, L.O.F., and a cost factor of 1.005 for the 9-12 Grade program. No district cost differential was applied.

generates a value of 0.3 FTE.²² In the 2017-2018 fiscal year, approximately 7,271 students received either an IB or an AICE diploma, generating approximately \$9.2 million²³ in additional funding to the school districts.²⁴

III. Effect of Proposed Changes:

The bill provides for school districts to receive additional funding through the FEFP for each student who receives an AP Capstone Diploma and meets the requirements for a standard high school diploma. The bill requires that a value of 0.3 FTE student membership be calculated for each student who receives an AP Capstone Diploma. Such value must be added to the total FTE in basic programs for grades 9 through 12 in the subsequent fiscal year.

In effect, the bill provides the same additional FTE funding for each student who receives an AP Capstone Diploma as a student who receives an IB or AICE diploma. The bill may result in more districts offering, and more students earning, the AP Capstone Diploma.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

²² Section 1011.62(1)(l-m), F.S.

²³ *Supra* note 18.

²⁴ Department of Education, Office of Funding and Financial Reporting, *Florida Education Finance Program 2018-19 Third Calculation*, at 14 (2019), available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/18193rdCalc.pdf>.

B. Private Sector Impact:

Students and families of students who earn college credits in high school through the AP Capstone Diploma program may experience cost savings.

C. Government Sector Impact:

The bill does not require appropriation of additional state funds. However, the bill may reallocate funds within the FEFP to those school districts with relatively more students successfully completing dual enrollment coursework and earning the AP Capstone Diploma. Based on 2018-2019 data, AP Capstone Diploma bonus funding within the Florida Education Finance Program is estimated to be \$1.8 million.²⁵

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1011.62 of the Florida Statutes.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

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

None.

B. Amendments:

None.

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

²⁵ 0.3 additional FTE value of \$1,290 multiplied by 1,402 AP Capstone Diploma recipients in 2019.