

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 827 School District Funding

SPONSOR(S): Hawkins and others

TIED BILLS: None **IDEN./SIM. BILLS:** SB 918

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) PreK-12 Appropriations Subcommittee	13 Y, 0 N	Bailey	Potvin
2) Secondary Education & Career Development Subcommittee	14 Y, 0 N	Fudge	Sanchez
3) Appropriations Committee	26 Y, 0 N	Bailey	Pridgeon

SUMMARY ANALYSIS

The Advanced International Certificate of Education (AICE) and the International General Certificate of Secondary Education (pre-AICE) are curricula in which eligible secondary students are enrolled in programs of study offered through the AICE and pre-AICE programs administered by the University of Cambridge Local Examinations Syndicate. The programs are designed to ensure that participating students acquire an in-depth understanding of a variety of subjects and master a broader range of skills critical for success in university study and employment. Both the AICE and the pre-AICE programs are two of the state's statutorily-established articulated acceleration mechanisms in which secondary students can shorten the time necessary to complete the requirements associated with the attainment of a high school diploma and a postsecondary degree. Bonus funding is generated in the Florida Education Finance Program (FEFP) for students who receive a score of E or higher on the AICE examination.

The bill provides additional requirements for school districts' allocation of the AICE bonus funds to school programs and expands these school programs to include those administered by the University of Cambridge Local Examinations Syndicate. The bill also provides a specified bonus for classroom teachers who teach the pre-AICE courses.

The bill has no fiscal impact. Expanding the distribution of the bonus funds to apply to pre-AICE programs and other school programs administered by the University of Cambridge Local Examinations Syndicate will impact how school districts allocate the bonus funds.

The bill has an effective date of July 1, 2021.

FULL ANALYSIS

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h0827e.APC

DATE: 3/31/2021

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Advanced International Certificate of Education (AICE)

Present Situation

The AICE program is one of a number of articulated acceleration mechanisms which are intended to shorten the time necessary for a secondary student to earn a high school diploma and a postsecondary degree, broaden the scope of curricular options available, or increase the depth of study available for a particular subject.¹ The law provides the following benefits to schools and students engaged in the AICE program:

- Successful completion of a course examination in any of those program qualifies for college credit.²
- The percent of students eligible to earn college credit through the program favorably affects the school's grade.³
- Additional weights are assigned to grades earned in AICE or pre-AICE courses for purposes of calculating the grade point average to be used in determining initial eligibility for a Florida Bright Futures Scholarship.⁴
- Classroom teachers and school districts receive funding incentives based on the performance of each student in AICE examinations.⁵

Current law authorizes the calculation of certain additional weights⁶ to full-time equivalent (FTE) students participating in the AICE program and funded in the FEFP as follows:

- A value of 0.16 FTE student bonus amount is calculated for each student enrolled in a full-credit AICE course and who receives a score of E or higher on an AICE examination.
- A value of 0.08 FTE student bonus amount is calculated for each student enrolled in a half-credit AICE course and who receives a score of E or higher on an AICE examination.
- A value of 0.3 FTE student bonus amount is calculated for each student who receives an AICE diploma.

Each school district must allocate at least 80 percent of the funds to the school program that generates the additional funding.⁷ The school district must allocate to each classroom teacher who provided the AICE instruction:

- A \$50 bonus for each student in each full-credit AICE course and who received a score of E or higher on the AICE examination.
- A \$25 bonus for each student in a half-credit AICE course and who received a score of E or higher on the AICE examination.
- An additional bonus of \$500 to each AICE teacher in a school designated with a grade of "D" or "F" who has at least one student scoring E or higher on the full-credit AICE examination.
- An additional bonus of \$250 to each AICE teacher in a school designated with a grade of "D" or "F" who has at least one student scoring E or higher on the half-credit AICE examination.⁸

Bonuses awarded to an AICE teacher are in addition to any regular wage or other bonus the classroom teacher received or is scheduled to receive.⁹

During the past five years, student participation in the AICE program has nearly doubled:¹⁰

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.

⁵ Section 1011.62(1)(m), F.S.

⁶ *Id.*

⁷ *Id.*

⁸ *Id.*

⁹ *Id.*

¹⁰ Office of Policy Analysis and Government Accountability, *School Choice Landscape* (February 15, 2021).

Fiscal Year	Participating Students
2015-2016	33,326
2016-2017	41,512
2017-2018	48,663
2018-2019	55,728
2019-2020	63,212

For Fiscal Year 2019-2020, a total of 11,406 FTE students received the additional 0.16 value which generated \$81,256,751 in total funding in the FEFP.¹¹ An estimated amount paid for the \$50 teacher bonuses for FY 2019-2020 was \$3,564,325.¹²

Effect of Proposed Change

The bill expands the requirement in law that each school district allocate at least 80 percent of the funds received from the AICE bonus FTE funding to the school program that generated the funds and to school programs administered by the University of Cambridge Local Examinations Syndicate to prepare prospective students to enroll in AICE courses. The bill requires such funds to be expended solely for the payment of costs associated with the:

- Application and registration process;
- Program fees and site licenses;
- Training, professional development, salaries, benefits, and bonuses for instructional personnel and program coordinators;
- Examination and diploma fees;
- Membership fees;
- Supplemental books;
- Instructional supplies, materials, and equipment; and
- Other activities that identify prospective AICE students or prepare prospective students to enroll in AICE courses.

The bill specifies that the school district is required to distribute bonus funds to each classroom teacher who provided AICE or International General Certificate of Secondary Education (pre-AICE) instruction.

The bill updates language concerning the distribution to classroom teachers of the bonus funds generated by students who receive a score of E or higher on the AICE examinations and who receive an AICE diploma by removing references to full-credit and half-credit, to reflect that the University of Cambridge Local Examinations Syndicate no longer offers half-credit courses. The bill changes the designation from half-credit AICE courses to pre-AICE courses for the \$25 and \$250 bonus awards for specified students who receive a score of E or higher on the pre-AICE examination.

B. SECTION DIRECTORY:

Section 1. Amends s. 1011.62, F.S., revising the school districts' allocation of the bonus funding to include other school programs administered by the University of Cambridge Local Examinations Syndicate; and providing a per-full-time equivalent (FTE) student bonus funding to classroom teachers who teach a pre-AICE course in which the student receives a score of E or higher on the pre-AICE examination.

¹¹ Fiscal Year 2019-2020 Final Calculation of the Florida Education Finance Program (FEFP).

¹² Email, Angela Dempsey, PooleMcKinley (March 15, 2021).

Section 2. Provides an effective date of July 1, 2021.

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:

School districts that offer pre-AICE courses may receive additional funding through the Florida Education Finance Program (FEFP).

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill has no fiscal impact. Expanding the distribution of the bonus funds to apply to pre-AICE programs and other school programs administered by the University of Cambridge Local Examinations Syndicate will impact how school districts allocate the bonus funds.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None. This bill does not appear to affect county or municipal governments.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

None.