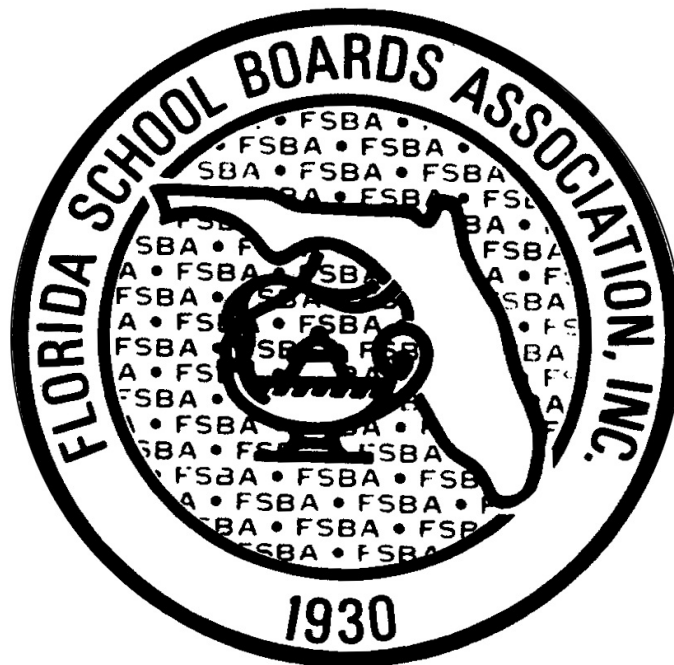


FLORIDA SCHOOL BOARDS ASSOCIATION



2014 LEGISLATIVE SESSION SUMMARY

Part I: Education Appropriations
Part II: Education Legislation

2014 LEGISLATIVE SESSION SUMMARY

Part I: Education Appropriations

2014 LEGISLATIVE SESSION SUMMARY

Part I: Education Appropriations

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EDUCATION APPROPRIATIONS

HIGHLIGHTS

2014-2015 EDUCATION APPROPRIATIONS HIGHLIGHTS

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
EDUCATION ENHANCEMENT "LOTTERY" TRUST FUND			
3 / 9	Classrooms First & 1997 Bond Programs	\$156,011,746	\$155,882,941
4 / 9	Class Size – Capital Outlay Debt Service	\$153,806,836	\$152,836,215
6 / 10	Bright Futures Scholarships	\$309,413,826 Funds awarded per credit hour with additional stipend for Top Scholars at a 3% increase over 2012-2013	\$266,191,952 Funds awarded per credit hour with additional stipend for Top Scholars at the same level as 2013-2014
9 / 11	Florida Education Finance Program	\$197,752,820 <i>(Funds allocated in FEFP Line Item)</i>	\$242,352,820 <i>(Funds allocated in FEFP Line Item)</i>
10 / 11	Class Size Reduction	\$103,776,356 <i>(Funds allocated in Class Size Reduction Line Item)</i>	\$103,776,356 <i>(Funds allocated in Class Size Reduction Line Item)</i>
11 / 11	District Lottery & School Recognition Program	\$134,582,877 Recognition Awards of \$100 per FTE From remaining funds, districts must provide up to \$5 per FTE to SACs	\$134,582,877 Recognition Awards of \$100 per FTE From remaining funds, districts must provide up to \$5 per FTE to SACs
13 / 12	Workforce Development	\$57,356,785 <i>(Funds allocated in Workforce Development Line Item)</i>	\$82,412,304 <i>(Funds allocated in Workforce Development Line Item)</i>
FIXED CAPITAL OUTLAY PROJECTS			
25 / 13	Maintenance, Repair, Renovation, Remodeling	\$182,706,597 Charter Schools. \$90,604,553 Public Schools. \$6,000,000 SUS. \$44,436,897 FCS. \$41,665,147 Funds for Public Schools are for school districts in which the average annual increase in COFTE over the previous 5 years is 2.5% or greater	\$180,649,378 Charter Schools. \$75,000,000 Public Schools. \$53,000,000 SUS Maintenance. . . . \$37,649,378 FCS Maintenance. \$5,000,000 FCS Critical. \$10,000,000 From the funds for Public Schools, \$3,000,000 is for school districts in which the average annual increase in COFTE over the previous 5 years is 2.5% or greater
26 / 13	Survey of Recommended Needs	\$2,715,022 Funds to be distributed among approved lab schools based on FTE	\$4,798,454 Funds to be distributed among approved lab schools based on FTE
26A / 13	Fixed Capital Outlay	\$6,500,000 <i>(Vetoed)</i> For projects in Jackson and Calhoun Counties	\$1,000,000 For a project in Putnam County

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
28A / 13	Special Facility Construction Account	\$7,870,913 For project in Glades County	\$59,686,264 Glades. 7,870,913 Washington. 9,226,362 Madison 7,600,000 Levy. 11,471,709 Calhoun. 7,000,000 Holmes. 6,300,000 Dixie. 10,217,280
VOCATIONAL REHABILITATION			
33 / 15	Vocational Rehabilitation	\$45,432,793	\$49,088,962
36 / 15	Adults With Disabilities	\$10,693,484 Provides \$9,117,278 to school districts the have made satisfactory progress; Provides \$700,000 for the Inclusive Transition Employment Management (ITEM) Program to be used to provide young adults with disabilities, aged 16-25, with transitional skills, education, and on-the-job experience to allow them to acquire & retain employment	\$10,793,484 Provides \$9,117,278 to school districts the have made satisfactory progress; Provides \$750,000 for the Inclusive Transition Employment Management (ITEM) Program to be used to provide young adults with disabilities, aged 16-25, with transitional skills, education, and on-the-job experience to allow them to acquire & retain employment
EARLY LEARNING AND VOLUNTARY PREKINDERGARTEN EDUCATION			
87 / 17	Partnership for School Readiness	\$31,388,097	\$48,588,097
88 / 18	School Readiness Services	\$552,527,228	\$555,527,228
90 / 19	Early Learning Standards	\$4,458,892 \$4,266,892 to implement the Florida VPK Assessment for pre- and post-assessments developed by DOE in collaboration with the Florida Center for Reading Research	\$4,458,892 \$1,600,000 to purchase & implement the Florida VPK pre- and post-assessments that must assess all domains and provide valid and reliable data to measure student learning gains; \$2,858,892 provided to implement accountability standards, to support the continued implementation of the VPK Progress Monitoring Assessment, and for professional development and online training for VPK providers focused on emergent literacy and mathematical thinking
92 / 20	Voluntary Pre-K Programs	\$404,927,801 School Year BSA. \$2,383 Summer School BSA. \$2,026 Administrative Costs. 4.0%	\$396,065,224 School Year BSA. \$2,437 Summer School BSA. \$2,080 Administrative Costs. 4.0%

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
<p align="center">FLORIDA EDUCATIONAL FINANCE PROGRAM <i>(2013-2014 figures based on 4th Calculation)</i></p>			
96 / 21	Salary Increases	<p align="center">\$480,000,000</p> <p>For salary increases for classroom teachers, guidance counselors, social workers, psychologists, librarians, principals, and assistant principals based on performance evaluations as provided in SB 1664 or as provided in SB 1514</p>	<p align="center">\$480,000,000</p> <p>For continued funding of salary increases awarded in 2013-2014</p>
96 / 21	Base Student Allocation	<p align="center">\$3,752.30</p> <p>Base Funding. . . . \$11,046,614,815</p>	<p align="center">\$4,031.77</p> <p>Base Funding. . . . \$11,898,760,020</p>
96 / 21	Juvenile Justice Supplemental Allocation	<p align="center">\$5,244,370</p> <p>Allocation Factor. \$902.03</p>	<p align="center">\$7,260,453</p> <p>Allocation Factor. \$1,246.35 Up to \$340 per student may be used for high school equivalency exam fees for juvenile justice students who pass the exam in full, or in part, while in a juvenile justice education program and may be used for students in juvenile justice education programs to support equipment, curricula, and industry credentialing testing fees, for students enrolled in CTE courses that lead to industry recognized certifications</p>
96 / 22	District Cost Differential	Statutory	Statutory
96 / 22	Sparsity Supplement	<p align="center">\$45,754,378</p> <p>Provides a minimum of \$100 / FTE in districts with 20,000 or fewer FTE</p>	<p align="center">\$48,318,959</p> <p>Provides a minimum of \$100 / FTE in districts with 24,000 or fewer FTE</p>
96 / 22	Required Local Effort	\$6,832,547,579.. . . . 5.183 mills	\$7,179,517,373.. . . . 5.183 mills
96 / 22	Discretionary Millage and State Compression	<p>\$1,003,907,765.. . . . 0.748 mills</p> <p>State Average Per FTE. . . \$381.51</p> <p>Compression. \$151,341,162</p>	<p>\$1,056,928,333.. . . . 0.748 mills</p> <p>State Average Per FTE. . . \$399.89</p> <p>Compression. \$161,981,068</p>
N/A / 22	State Discretionary Contribution to Lab Schools & FLVS	\$13,800,874	\$15,387,446
96 / 22	Program Cost Factors	<p>K - 3 Basic. 1.125</p> <p>4 - 8 Basic.. . . . 1.000</p> <p>9 - 12 Basic.. . . . 1.011</p> <p>ESE Level 4. 3.558</p> <p>ESE Level 5. 5.089</p> <p>ESOL. 1.145</p> <p>9 - 12 Career Ed.. . . . 1.011</p>	<p>K - 3 Basic. 1.126</p> <p>4 - 8 Basic.. . . . 1.000</p> <p>9 - 12 Basic.. . . . 1.004</p> <p>ESE Level 4. 3.548</p> <p>ESE Level 5. 5.104</p> <p>ESOL. 1.147</p> <p>9 - 12 Career Ed.. . . . 1.004</p>
96 / 22	ESE Guarantee	\$947,987,428	\$950,781,688

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
96 / 23	Declining Enrollment	\$3,354,730 Funding for 25% of the decline	\$4,357,114 Funding for 25% of the decline
96 / 23	Safe Schools	\$64,456,019 Minimum Allocation. \$62,660 For after school programs; middle and high programs for specific discipline problems; enhancements to the learning environment; behavior intervention programs; alternative school programs for adjudicated youth; suicide prevention; bullying prevention; resource officers	\$64,456,019 Minimum Allocation. \$62,660 For after school programs; middle and high programs for specific discipline problems; enhancements to the learning environment; behavior intervention programs; alternative school programs for adjudicated youth; suicide prevention; bullying prevention; resource officers; detection dogs
96 / 23	Supplemental Academic Instruction	\$639,296,226 Earmarks \$15,000,000, together with funds provided in the reading allocation, for an additional hour of reading instruction, every day and beyond the regular school day, in the 100 lowest performing elementary schools on the reading assessment; instruction must be provided by effective teachers/specialists; students with level 5 reading assessment scores may opt out; ESE centers are not included in the 100 schools	\$642,089,342 Earmarks \$75,000,000, together with funds provided in the reading allocation, for an additional hour of reading instruction, every day and beyond the regular school day, in the 300 lowest performing elementary schools on the state ELA assessment; instruction must be provided by effective teachers/specialists, or a K-5 mentoring reading program supervised by an effective teacher; students with level 5 reading assessment scores may opt out; ESE centers are not included in the 300 schools
96 / 24	Reading Instruction	\$130,000,000 Minimum Allocation. \$115,000 Earmarks \$15,000,000, together with funds provided in the SAI allocation, to provide an additional hour of reading instruction (<i>as outlined above</i>)	\$130,000,000 Minimum Allocation. \$115,000 Earmarks \$15,000,000, together with funds provided in the SAI allocation, to provide an additional hour of reading instruction (<i>as outlined above</i>)
96 / 24	Instructional Materials	\$217,277,372 Growth Allocation. \$292.48 Library Media. \$11,734,710 Science Lab. \$3,207,487 Dual Enrollment. \$5,000,000 ESE Digital Materials. . . \$3,000,000 \$165,000,000 for purchase of instructional content, electronic devices, technology equipment, and infrastructure; release of funds is contingent on certain district certifications and/or the district expenditure plan that is in compliance with the minimum or recommended DOE requirements for each element	\$223,382,911 Growth Allocation. \$294.00 Library Media. \$11,795,824 Science Lab. \$3,224,192 Dual Enrollment. \$10,000,000 ESE Digital Materials. . . \$3,015,624 \$165,000,000 for purchase of instructional content, electronic devices, technology equipment, and infrastructure; release of funds is contingent on certain district certifications and/or the district expenditure plan that is in compliance with the minimum or recommended DOE requirements for each element

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
96 / 25	Student Transportation	\$422,674,570	\$424,875,855
96 / 25	Teachers Classroom Supply Assistance	\$45,286,750	\$45,286,750
96 / 25	Digital Classrooms	Not Included	\$40,000,000 Provides a minimum allocation district of \$250,000 with balance allocated based on district FTE; Funds for implementation of district plan for digital classrooms per HB 5101
96 / 25	Virtual Education Contribution	\$24,734,723 Funds per FTE. \$5,200	\$22,529,395 Funds per FTE. \$5,230
96 / 25	K-8 Virtual Instruction	School districts may execute a contract for full-time virtual instruction through K-8 virtual schools and may expend a negotiated amount per student for each student who was enrolled and served in 2012-2013 year and who is re-enrolled and eligible to be served in 2013-2014	School districts may execute a contract for full-time virtual instruction through K-8 virtual schools and may expend a negotiated amount per student for each student who was enrolled and served in 2013-2014 and who is re-enrolled and eligible to be served in 2014-2015
CATEGORICAL PROGRAMS			
97 / 26	Class Size Reduction – Operating	\$2,974,766,164 Allocation Factors: Pre-K - 3. \$1,320.15 4 - 8. \$900.48 9 - 12. \$902.65	\$3,013,103,776 Allocation Factors: Pre-K - 3. \$1,325.01 4 - 8. \$903.80 9 - 12. \$905.98
NON-FEFP STATE GRANTS (2013-2014 figures reflect vetoes)			
98 / 26	Instructional Materials	\$1,160,000 Learning Through Listening. 860,000 PAEC. 300,000	\$1,230,000 Learning Through Listening. 930,000 PAEC. 300,000
99 / 26	Assistance to Low Performing Schools	\$4,000,000 Funds may be used to contract for the operation of the Florida Partnership for Minority and Underrepresented Student Achievement and must be used for professional development for AP classroom teachers	\$5,000,000 Funds may be used to contract for the operation of the Florida Partnership for Minority and Underrepresented Student Achievement and must be used for professional development for AP classroom teachers
100 / 26	Mentoring / Student Assistance Initiatives	\$15,847,897 Best Buddies. 750,000 Big Brothers/Big Sisters. . . 4,030,248 Boys & Girls Clubs. 4,002,677 Take Stock in Children. . . . 6,000,000 Teen Trendsetters. 300,000 YMCA State Alliance. 764,972	\$23,058,720 AVID. 500,000 Best Buddies. 900,000 Big Brothers/Big Sisters. . . 6,030,248 Boys & Girls Clubs/Desoto. . 500,000 Boys & Girls Clubs. 5,013,500 Take Stock in Children. . . . 6,250,000 Teen Trendsetters. 1,100,000 YMCA State Alliance. 2,764,972

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
100A / 27	Performance Adjustments	Not Included	\$2,500,000 Provides a minimum award of \$50,000 to each school district and lab school that provided teacher salary increases based on performance in accordance with GAA proviso language; balance allocated by DOE to these districts and lab schools based on FTE
101 / 27	College Reach Out Program	\$1,000,000 Funds granted to postsecondary institutions to motivate and prepare educationally disadvantaged, low-income students in grades 6 - 12 to pursue and successfully complete a postsecondary education	\$1,500,000 Earmarks \$500,000 for competitive grants to increase the workforce readiness of high school 11 th and 12 th graders enrolled in the Program
104 / 28	School District Matching Grants	\$4,000,000 For challenge grants to district education foundations for specified programs	\$4,500,000 For challenge grants to district education foundations for specified programs
108 / 29	Regional Education Consortium Services	\$1,445,390	\$1,545,390 Earmarks \$1,100,000 for the Florida Virtual Curriculum Marketplace to support small and rural districts with digital learning tools, digital resources, technical support and professional development opportunities for schools
109 / 29	Teacher Professional Development	\$134,998,244 FADSS Training. 363,000 Principal of the Year. 29,426 Teacher of the Year. 18,730 Personnel of the Year. 6,182	\$149,043,454 FADSS Training. 1,000,000 Principal of the Year. 29,426 Teacher of the Year. 68,730 Personnel of the Year. 6,182 Administrator Professional Development. 8,358,210 Teach for America. 5,000,000 Funds provided for FADSS Training include \$500,000 for training on acceleration options and performance funding; Funds provided for Teacher of the Year include \$50,000 is for an annual Teacher of the Year Summit; Funds for Administrator Professional Development include \$7,358,210 for professional development in instructional and human resource leadership and up to \$1,000,000 to be used by DOE to provide statewide resources for improving school leadership practices; DOE must use half of these funds to select an external organization that can demonstrate a record of improving school leadership practices

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
110 / 30	Strategic Statewide Initiatives	\$21,328,468 Safe Schools Security Assessments. 1,000,000 Career & Education Planning System. 3,000,000 District Bandwidth Support. 11,328,468 Tech Transformation Grants Rural School Districts. . . 6,000,000	\$21,400,000 Personal Learning Scholarship Accounts. \$18,400,000 Career & Education Planning System. . . \$3,000,000
111 / 30	School & Instructional Enhancements	\$8,141,116 Provides funding to 18 programs intended to extend the unique means for better educating students	\$30,086,602 Provides funding to 58 programs intended to extend the unique means for better educating students
WORKFORCE EDUCATION			
120 / 34	Performance Incentives	\$4,982,722 Funds to be provided by DOE to district workforce education programs for students who earn industry certifications during FY 2013-2014 in specified occupational areas. If any funds remain on 6/1/14, balance allocated based on each district's share of the Targeted Career and Technical Education funding and must be spent for that purpose	\$4,982,722 Funds to be provided by DOE to district workforce education programs for students who earn industry certifications during FY 2014-2015 in specified occupational areas; Certifications that were earned in 2013-14 but were not included in the final disbursement due to the early data reporting deadline; School districts must maintain documentation for student attainment of industry certifications that are eligible for performance funding and documentation is subject to verification by the Auditor General
121 / 35	Adult Basic Education	\$41,552,472	\$41,552,472
122 / 35	Workforce Development	\$348,996,628 Tuition rate of \$2.33 per contact hour for career certificate or applied technology diploma; fees for adult general education are assessed in accordance with s. 1009.22, F.S.; additional fees apply to nonresidents	\$369,544,488 Provides \$4,000,000 to DOE for development and implementation of a postsecondary Workforce Education Student Information System Pilot; Tuition rate of \$2.33 per contact hour for career certificate or applied technology diploma; fees for adult general education are assessed in accordance with s. 1009.22, F.S.; additional fees apply to nonresidents
124 / 37	Vocational Formula Funds	\$72,144,852	\$72,144,852
124A / 37	School & Instructional Enhancements	Not Included	\$1,393,000 Funds provided to various programs intended to support and enhance Workforce Education

LINE # / PAGE #	ISSUE	2013 - 2014 APPROPRIATION	2014 - 2015 APPROPRIATION
STATE BOARD OF EDUCATION			
N/A / 38	Introductory Proviso		DOE is directed to publish on the DOE website each school district's expenditures on a per FTE basis for the General Fund, Special Revenue Fund, Debt Service Fund, Capital Project Fund and a Total; This funding information must also be published in the same format on each school district's website by 12/31/14
SCHOOL HEALTH SERVICES			
463 / 41	School Health Services	\$20,035,258	\$17,035,258
477 / 42	Full Service Schools	\$8,500,000	\$8,500,000

FEFP TOTALS		
ISSUE	2013-2014 APPROPRIATION <i>(4th Calculation)</i>	2014-2015 APPROPRIATION
Unweighted FTE	2,708,031.13	2,722,134.53
<i>Change from Prior Year. . . . % Change</i>	<i>8,048.78. 0.29%</i>	<i>14,103.40. 0.52%</i>
Weighted FTE	2,941,396.30	2,948,902.59
<i>Change from Prior Year. . . . % Change</i>	<i>13,268.07. 0.45%</i>	<i>7,506.29. 0.26%</i>
School Taxable Value	\$1,419,479,110,114	\$1,494,439,837,993
<i>Change from Prior Year. . . . % Change</i>	<i>\$45,776,164,215. 3.33%</i>	<i>\$74,960,727,879. 5.28%</i>
Total FEFP Funding	\$18,309,234,917	\$18,884,082,006
From State	\$10,472,779,573	\$10,647,636,300
From Local	\$ 7,836,455,344	\$ 8,236,445,706
<i>Change from Prior Year. . . . % Change</i>	<i>\$1,086,052,478. 6.30%</i>	<i>\$574,847,089. 3.14%</i>
Total FEFP Funds Per FTE	\$6,761,09	\$6,937,23
<i>Change from Prior Year. . . . % Change</i>	<i>\$384.45. 6.03%</i>	<i>\$176.14. 2.61%</i>

GENERAL APPROPRIATIONS ACT
(Selected Sections)

A bill to be entitled
An act making appropriations; providing moneys for the annual period beginning July 1, 2014, and ending June 30, 2015, and supplemental appropriations for the period ending June 30, 2014, to pay salaries and other expenses capital outlay - buildings, and other improvements, and for other specified purposes of the various agencies of state government; providing effective dates.

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

The moneys contained herein are appropriated from the named funds for Fiscal Year 2014-2015 to the state agency indicated, as the amounts to be used to pay the salaries, other operational expenditures, and fixed capital outlay of the named agencies, and are in lieu of all moneys appropriated for these purposes in other sections of the Florida Statutes.

SECTION 1 - EDUCATION ENHANCEMENT "LOTTERY" TRUST FUND

The moneys contained herein are appropriated from the Education Enhancement "Lottery" Trust Fund to the state agencies indicated.

EDUCATION, DEPARTMENT OF

Funds provided in sections 1 and 2 of this act as Grants and Aids-Special Categories or as Grants and Aids-Aid to Local Governments may be advanced quarterly throughout the fiscal year based on projects, grants, contracts, and allocation conference documents. Of the funds provided in Specific Appropriations 6, 7, 8, 67, 70, 70C, 71 through 79, and 151, 60 percent shall be released at the beginning of the first quarter and the balance at the beginning of the third quarter.

PROGRAM: EDUCATION - FIXED CAPITAL OUTLAY



- 3 FIXED CAPITAL OUTLAY
CLASSROOMS FIRST AND 1997 SCHOOL CAPITAL OUTLAY
BOND PROGRAMS - OPERATING FUNDS AND DEBT SERVICE
FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 155,882,941

Funds in Specific Appropriation 3 are for the cash and debt service requirements of the Classrooms First and 1997 School Capital Outlay Bond programs established in chapter 97-384, Laws of Florida.

Funds in Specific Appropriation 3 shall be transferred using nonoperating budget authority into the Lottery Capital Outlay and Debt Service Trust Fund, pursuant to section 1013.71, Florida Statutes, for the payment of debt service and projects. There is appropriated from the Lottery Capital Outlay and Debt Service Trust Fund, an amount sufficient to enable the payment of debt service and projects resulting from these transfers.



- 4 FIXED CAPITAL OUTLAY
DEBT SERVICE - CLASS SIZE REDUCTION
LOTTERY CAPITAL OUTLAY PROGRAM
FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 152,836,215

Funds in Specific Appropriation 4 shall be transferred using nonoperating budget authority into the Lottery Capital Outlay and Debt Service Trust Fund, pursuant to section 1013.71, Florida Statutes, for the payment of debt service. There is appropriated from the Lottery Capital Outlay and Debt Service Trust Fund, an amount sufficient to enable the payment of debt service resulting from these transfers.

Funds in Specific Appropriation 4 are for Fiscal Year 2014-2015 debt service on all bonds authorized pursuant to section 1013.737, Florida Statutes, for class size reduction, including any other continuing payments necessary or incidental to the repayment of the bonds. These funds may be used to refinance any or all bond series if it is in the best interest of the state as determined by the Division of Bond Finance.

- 5 FIXED CAPITAL OUTLAY
 EDUCATIONAL FACILITIES
 FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 6,648,759

Funds in Specific Appropriation 5 for educational facilities are provided for debt service requirements associated with bond proceeds from the Lottery Capital Outlay and Debt Service Trust Fund included in Specific Appropriations 17 and 17A of chapter 2012-118, Laws of Florida, authorized pursuant to section 1013.737, Florida Statutes.

Funds in Specific Appropriation 5 shall be transferred, using nonoperating budget authority, to the Lottery Capital Outlay and Debt Service Trust Fund. There is hereby appropriated from the Lottery Capital Outlay and Debt Service Trust Fund an amount sufficient to enable the payment of debt service resulting from these transfers.

TOTAL: PROGRAM: EDUCATION - FIXED CAPITAL OUTLAY
 FROM TRUST FUNDS. 315,367,915
 TOTAL ALL FUNDS. 315,367,915

OFFICE OF STUDENT FINANCIAL ASSISTANCE
 PROGRAM: STUDENT FINANCIAL AID PROGRAM - STATE



- 6 SPECIAL CATEGORIES
 GRANTS AND AIDS - FLORIDA'S BRIGHT FUTURES
 SCHOLARSHIP PROGRAM
 FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 266,191,952

From the funds in Specific Appropriation 6, the Bright Futures award per credit hour or credit hour equivalent for the 2014-2015 academic year shall be as follows:

Academic Scholars
 4-Year Institutions.. . . . \$103
 2-Year Institutions.. . . . \$ 63
 Upper-Division Programs at Florida Colleges.. . . . \$ 71
 Career/Technical Centers. \$ 52

Medallion Scholars
 4-Year Institutions.. . . . \$ 77
 2-Year Institutions.. . . . \$ 63
 Upper-Division Programs at Florida Colleges.. . . . \$ 53
 Career/Technical Centers. \$ 39

Gold Seal Vocational Scholars
 Career Certificate Program. \$ 39
 Applied Technology Diploma Program. \$ 39
 Technical Degree Education Program. \$ 48

The additional stipend for Top Scholars shall be \$44 per credit hour.

- 7 SPECIAL CATEGORIES
 FIRST GENERATION IN COLLEGE MATCHING GRANT PROGRAM
 FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 5,308,663

From the funds provided in Specific Appropriation 7, \$1,327,166 shall be allocated to First Generation in College Matching Grant Programs at Florida colleges for need-based financial assistance as provided in section 1009.701, Florida Statutes. If required matching funds are not raised by

participating Florida colleges or state universities by December 1, 2014, the remaining funds shall be reallocated to First Generation in College Matching Grant Programs at Florida colleges or state universities that have remaining unmatched private contributions.

- 8 FINANCIAL ASSISTANCE PAYMENTS
STUDENT FINANCIAL AID
FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 55,100,892

Funds in Specific Appropriation 8 are allocated in Specific Appropriation 75. These funds are provided for Florida Student Assistance Grant (FSAG) public full-time and part-time programs.

TOTAL: PROGRAM: STUDENT FINANCIAL AID PROGRAM - STATE
FROM TRUST FUNDS. 326,601,507
TOTAL ALL FUNDS. 326,601,507

PUBLIC SCHOOLS, DIVISION OF
PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP



- 9 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - FLORIDA EDUCATIONAL FINANCE PROGRAM
FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 242,352,820

Funds provided in Specific Appropriation 9 are allocated in Specific Appropriation 96.



- 10 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - CLASS SIZE REDUCTION
FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 103,776,356

Funds in Specific Appropriations 10 and 97 are provided to implement the requirements of sections 1003.03 and 1011.685, Florida Statutes. The class size reduction allocation factor for grades prekindergarten to grade 3 shall be \$1,325.01, for grades 4 to 8 shall be \$903.80, and for grades 9 to 12 shall be \$905.98. The class size reduction allocation shall be recalculated based on enrollment through the October 2014 FTE survey except as provided in section 1003.03(4), Florida Statutes. If the total class size reduction allocation is greater than the appropriation in Specific Appropriations 10 and 97, funds shall be prorated to the level of the appropriation based on each district's calculated amount. The Commissioner of Education may withhold disbursement of these funds until a district is in compliance with reporting information required for class size reduction implementation.



- 11 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - DISTRICT LOTTERY AND
SCHOOL RECOGNITION PROGRAM
FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 134,582,877

Funds in Specific Appropriation 11 are provided for the Florida School Recognition Program to be allocated as awards of up to \$100 per student to qualified schools pursuant to section 1008.36, Florida Statutes.

If there are funds remaining after payment to qualified schools, the balance shall be allocated to all school districts based on each district's K-12 base funding. From these funds, school districts shall allocate up to \$5 per unweighted student to be used at the discretion of the school advisory council pursuant to section 24.121(5), Florida Statutes. If funds are insufficient to provide \$5 per student, the available funds shall be prorated.

TOTAL: PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP
FROM TRUST FUNDS. 480,712,053
TOTAL ALL FUNDS. 480,712,053

PROGRAM: WORKFORCE EDUCATION



13 AID TO LOCAL GOVERNMENTS
WORKFORCE DEVELOPMENT
FROM EDUCATIONAL ENHANCEMENT TRUST FUND. 82,412,304

Funds in Specific Appropriation 13 are allocated in Specific Appropriation 122. These funds are provided for school district workforce education programs as defined in section 1004.02(26), Florida Statutes.

(UNRELATED LINE ITEMS DELETED)

SECTION 2 - EDUCATION (ALL OTHER FUNDS)
SPECIFIC APPROPRIATION

The moneys contained herein are appropriated from the named funds to the Department of Education as the amounts to be used to pay the salaries, other operational expenditures and fixed capital outlay.

EDUCATION, DEPARTMENT OF
PROGRAM: EDUCATION - FIXED CAPITAL OUTLAY

The Legislature hereby finds and determines that the items and sums designated in Specific Appropriations 25 through 28A, 31, 32, and 32A from the Public Education Capital Outlay and Debt Service Trust Fund constitute authorized capital outlay projects within the meaning and as required by section 9(a)(2), Article XII of the State Constitution, as amended, and any other law. In accordance therewith, the moneys in the following items are authorized to be expended for the enumerated authorized capital outlay projects.

The sum designated for each project is the maximum sum to be expended for each specified phase of the project from funds accruing under section 9(a)(2), Article XII of the State Constitution. The scope of each project shall be planned so that the amounts specified shall not be exceeded, or any excess in costs shall be funded by sources other than this appropriation. Such excess costs may be funded from the Public Education Capital Outlay and Debt Service Trust Fund only as a result of fund transfers pursuant to section 216.292 (4)(c), Florida Statutes. Each project shall be constructed on the site specified. If existing facilities and acquisition of new sites are a part of these projects, each such building and site must be certified to be free of contamination, asbestos, and other hazardous materials before the facility or site may be acquired. The provisions of section 216.301 (2), Florida Statutes, shall apply to all capital outlay funds appropriated from the Public Education Capital Outlay and Debt Service Trust Fund for the Fiscal Year 2014-2015 in Specific Appropriations 25 through 28A, 31, 32 and 32A.

The Governor's Office of Policy and Budget shall establish Fixed Capital Outlay budget authority within appropriate accounts to enable expenditure of funds appropriated for the state universities, the Florida School for the Deaf and the Blind, public broadcasting, public school districts and Florida colleges.

24 FIXED CAPITAL OUTLAY
STATE UNIVERSITY SYSTEM CAPITAL IMPROVEMENT FEE PROJECTS
FROM CAPITAL IMPROVEMENTS FEE TRUST FUND.. . . . 41,123,760

Funds in Specific Appropriation 24 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved September 12, 2013. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.



25 FIXED CAPITAL OUTLAY
 MAINTENANCE, REPAIR, RENOVATION, AND REMODELING
 FROM PUBLIC EDUCATION CAPITAL
 OUTLAY AND DEBT SERVICE TRUST FUND.. 180,649,378

Funds in Specific Appropriation 25 shall be allocated as follows:

Charter Schools.. 75,000,000
 Public Schools.. 53,000,000
 University Maintenance.. 37,649,378
 Florida Colleges Maintenance.. 5,000,000
 Florida Colleges Maintenance - Critical.. 10,000,000

Funds in Specific Appropriation 25 for colleges and universities shall be distributed in accordance with section 1013.64(1), Florida Statutes.

Funds in Specific Appropriations 25 for charter schools shall be distributed in accordance with section 1013.62(1)(b), Florida Statutes.

Of the funds in Specific Appropriation 25 for public schools, \$3,000,000 is provided for school districts in which the average annual percent increase in the district's capital outlay full-time equivalent student membership over the previous 5 years is 2.5 percent or higher. The remaining amount for public schools, \$50,000,000, shall be allocated as specified in section 1013.64(1), Florida Statutes, as amended by HB 5003.



26 FIXED CAPITAL OUTLAY
 SURVEY RECOMMENDED NEEDS - PUBLIC SCHOOLS
 FROM PUBLIC EDUCATION CAPITAL
 OUTLAY AND DEBT SERVICE TRUST FUND.. 4,798,454

Funds in Specific Appropriation 26 shall be distributed among the lab schools approved pursuant to section 1002.32, Florida Statutes, based upon full-time equivalent student membership.



26A FIXED CAPITAL OUTLAY
 PUTNAM COUNTY SCHOOLS
 FROM PUBLIC EDUCATION CAPITAL
 OUTLAY AND DEBT SERVICE TRUST FUND.. 1,000,000

(UNRELATED LINE ITEMS DELETED)



28A FIXED CAPITAL OUTLAY
 SPECIAL FACILITY CONSTRUCTION ACCOUNT
 FROM PUBLIC EDUCATION CAPITAL
 OUTLAY AND DEBT SERVICE TRUST FUND.. 59,686,264

Funds in Specific Appropriation 28A shall be allocated in accordance with section 1013.64(2), Florida Statutes, to the following projects:

Glades (2nd of 3 years).. 7,870,913
 Washington (1st of 3 years).. 9,226,362
 Madison (1st of 2 years).. 7,600,000
 Levy (1st of 3 years).. 11,471,709
 Calhoun (1st of 3 years).. 7,000,000
 Holmes (1st of 3 years).. 6,300,000
 Dixie (1st of 3 years).. 10,217,280

29 FIXED CAPITAL OUTLAY
 DEBT SERVICE
 FROM CAPITAL IMPROVEMENTS FEE TRUST FUND.. 21,685,567
 FROM PUBLIC EDUCATION CAPITAL
 OUTLAY AND DEBT SERVICE TRUST FUND.. 903,421,147
 FROM SCHOOL DISTRICT AND COMMUNITY COLLEGE DISTRICT
 CAPITAL OUTLAY AND DEBT SERVICE TRUST FUND.. 97,941,983

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Funds in Specific Appropriation 29 from the School District and Community College District Capital Outlay and Debt Service Trust Fund are for Fiscal Year 2014-2015 debt service on bonds authorized pursuant to the School Capital Outlay Amendment, subsection (d), section 9, Article XII of the State Constitution, and any other continuing payments necessary or incidental to the repayment of the bonds. These funds may be used to refinance any or all series if it is in the best interest of the state as determined by the Division of Bond Finance. If the debt service appropriated for this program in Specific Appropriation 29 is insufficient due to interest rate changes, issuance timing, or other circumstances, the amount of the insufficiency is appropriated from the School District and Community College District Capital Outlay and Debt Service Trust Fund.

30 FIXED CAPITAL OUTLAY
GRANTS AND AIDS - SCHOOL DISTRICT AND COMMUNITY COLLEGE
FROM SCHOOL DISTRICT AND COMMUNITY COLLEGE DISTRICT
CAPITAL OUTLAY AND DEBT SERVICE TRUST FUND.. . . . 28,000,000

31 FIXED CAPITAL OUTLAY
FLORIDA SCHOOL FOR THE DEAF AND BLIND - CAPITAL PROJECTS
FROM PUBLIC EDUCATION CAPITAL
OUTLAY AND DEBT SERVICE TRUST FUND.. . . . 1,057,989

Funds in Specific Appropriation 31 are provided for preventative maintenance projects at the Florida School for the Deaf and the Blind.

32 FIXED CAPITAL OUTLAY
PUBLIC BROADCASTING PROJECTS
FROM PUBLIC EDUCATION CAPITAL
OUTLAY AND DEBT SERVICE TRUST FUND.. . . . 2,245,750

Funds in Specific Appropriation 32 are provided for the following projects to correct health and safety issues at public broadcasting stations:

WFSU-TV/FM Tower Renovation.. . . . 115,000
WXEL-TV Reroofing.. . . . 1,099,008
WXEL-TV Replacement of Glass, Framing, and Doors. . . 529,338
WJCT-TV/FM Replacement of Lighting Grid.. . . . 502,404

32A FIXED CAPITAL OUTLAY
VOCATIONAL-TECHNICAL FACILITIES
FROM PUBLIC EDUCATION CAPITAL
OUTLAY AND DEBT SERVICE TRUST FUND.. . . . 3,000,000

Funds in Specific Appropriation 32A are for the Sarasota County Technical Institute - North Point Campus.

32B GRANTS AND AIDS TO LOCAL GOVERNMENTS AND
NONSTATE ENTITIES - FIXED CAPITAL OUTLAY
GRANTS AND AIDS - NON-PUBLIC HIGHER EDUCATION PROJECT
FROM GENERAL REVENUE FUND. 5,250,000

Funds in Specific Appropriation 32B shall be allocated as follows:

Stetson Univ. Sage Science Center Office & Lab. . . 3,250,000
Flagler College Hotel Ponce de Leon Building. . . 2,000,000

TOTAL: PROGRAM: EDUCATION - FIXED CAPITAL OUTLAY
FROM GENERAL REVENUE FUND.. . . . 5,250,000
FROM TRUST FUNDS. 1,631,726,508
TOTAL ALL FUNDS. 1,636,976,508

VOCATIONAL REHABILITATION

For funds in Specific Appropriations 33 through 47 for the Vocational Rehabilitation Program, the Department of Education is the designated state agency for purposes of compliance with the Federal Rehabilitation Act of 1973, as amended.

If the department identifies additional resources that may be used to maximize federal matching funds for the Vocational Rehabilitation Program, the department shall submit a budget amendment prior to the expenditure of the funds, in accordance with the provisions of chapter 216, Florida Statutes.

APPROVED SALARY RATE: 36,233,747



33	SALARIES AND BENEFITS	POSITIONS: 931.00	
	FROM GENERAL REVENUE FUND.		10,157,826
	FROM ADMINISTRATIVE TRUST FUND..		209,204
	FROM FEDERAL REHABILITATION TRUST FUND..		38,721,932
34	OTHER PERSONAL SERVICES		
	FROM FEDERAL REHABILITATION TRUST FUND..		1,467,459
35	EXPENSES		
	FROM GENERAL REVENUE FUND.		6,686
	FROM FEDERAL REHABILITATION TRUST FUND..		10,625,716
36	AID TO LOCAL GOVERNMENTS		
	GRANTS AND AIDS - ADULTS WITH DISABILITIES FUNDS		
	FROM GENERAL REVENUE FUND.		10,793,484



Funds provided in Specific Appropriation 36 shall be distributed as follows to Florida colleges and school districts for programs serving adults with disabilities. Programs that were funded in Fiscal Year 2013-2014 are eligible for continuation funding if the program has made satisfactory progress and the application reflects effective use of resources as defined by the Department of Education. The department has the authority to redistribute any funds due to unsatisfactory progress, ineffective use of resources, or discontinued programs.

From the funds in Specific Appropriation 36, provided that satisfactory progress was made during the 2013-2014 fiscal year, \$9,117,278 is provided for school district programs and shall be allocated as follows:

Alachua..	42,500
Baker..	137,099
Bay..	122,532
Bradford..	44,485
Brevard..	302,802
Broward..	921,413
Charlotte..	44,182
Citrus..	95,393
Collier..	42,500
Columbia..	42,500
De Soto..	170,000
Escambia..	170,000
Flagler..	535,892
Gadsden..	272,048
Gulf..	42,500
Hardee..	42,500
Hernando..	63,866
Hillsborough..	286,884
Jackson..	1,019,247
Jefferson..	48,536
Lake..	42,500
Leon..	575,512
Martin..	206,377
Miami-Dade..	1,125,208

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Monroe.	65,858
Orange.	279,548
Osceola.	42,500
Palm Beach.	760,481
Pasco.	42,500
Pinellas.	374,337
Polk.	170,000
St. Johns.	86,000
Santa Rosa.	42,500
Sarasota.	437,887
Sumter.	42,500
Suwannee.	60,211
Taylor.	59,528
Union.	65,571
Wakulla.	42,500
Washington.	148,881

From the funds provided in Specific Appropriation 36, provided that satisfactory progress was made during the 2013-2014 fiscal year, \$876,206 is provided for Florida college programs and shall be allocated as follows:

College of Central Florida.	42,500
Daytona State College.	170,000
Florida State College at Jacksonville.	170,000
Indian River State College.	96,936
Pensacola State College.	42,500
Saint Johns River State College.	42,500
Santa Fe College.	52,765
Seminole State College of Florida.	46,505
South Florida State College.	170,000
Tallahassee Community College.	42,500

From the funds in Specific Appropriation 36, \$750,000 in nonrecurring general revenue is provided for the Inclusive Transition and Employment Management Program (ITEM). The funds shall be used to provide young adults with disabilities who are between the ages of 16 and 25 with transitional skills, education, and on-the-job experience to allow them to acquire and retain permanent employment.

From the funds in Specific Appropriation 36, \$50,000 in nonrecurring general revenue is provided for The WOW Center of Miami.

(UNRELATED LINE ITEMS DELETED)

TOTAL:	VOCATIONAL REHABILITATION	
	FROM GENERAL REVENUE FUND.	61,811,150
	FROM TRUST FUNDS.	188,548,196
	TOTAL POSITIONS: 931.00	
	TOTAL ALL FUNDS.	250,359,346

(UNRELATED LINE ITEMS DELETED)

EARLY LEARNING
PROGRAM: EARLY LEARNING SERVICES

From the funds in Specific Appropriations 81 through 95, any expenditure from the Temporary Assistance for Needy Families (TANF) Block Grant must be expended in accordance with the requirements and limitations of Part A of Title IV of the Social Security Act, as amended, or any other applicable federal requirement or limitation. Before any funds are released by the Department of Children and Families, each provider shall identify the number of clients to be served and certify their eligibility under Part A of Title IV of the Social Security Act. Funds may not be released for services to any clients except those so identified and certified.

The agency head or a designee shall certify that controls are in place to ensure that such funds are expended in accordance

with the requirements and limitations of federal law and that reporting requirements of federal law are met. It shall be the responsibility of any entity to which such funds are appropriated to obtain the required certification prior to any expenditure of funds.

APPROVED SALARY RATE: 5,712,450

81	SALARIES AND BENEFITS	POSITIONS: 100.00	
	FROM GENERAL REVENUE FUND.		4,231,152
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND..		3,486,094
82	OTHER PERSONAL SERVICES		
	FROM GENERAL REVENUE FUND.		2,078
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND..		90,414
83	EXPENSES		
	FROM GENERAL REVENUE FUND.		888,621
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND..		993,048
	FROM WELFARE TRANSITION TRUST FUND..		265,163
84	OPERATING CAPITAL OUTLAY		
	FROM GENERAL REVENUE FUND.		5,785
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND..		15,000
86	SPECIAL CATEGORIES		
	GRANTS AND AIDS - CONTRACTED SERVICES		
	FROM GENERAL REVENUE FUND.		1,242,097
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND..		1,752,885
87	SPECIAL CATEGORIES		
	GRANTS AND AIDS - PARTNERSHIP FOR SCHOOL READINESS		
	FROM GENERAL REVENUE FUND.		10,102,026
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND..		37,075,357
	FROM FEDERAL GRANTS TRUST FUND..		10,714
	FROM WELFARE TRANSITION TRUST FUND..		1,400,000

From the funds in Specific Appropriation 87 in the Child Care and Development Block Grant Trust Fund, \$3,000,000 is provided for the Teacher Education and Compensation Helps Program (T.E.A.C.H.).

From the funds in Specific Appropriation 87, \$3,900,000 is provided for the Home Instruction Program for Pre-School Youngsters (HIPPY) of which \$1,400,000 is from the Welfare Transition Trust Fund and \$2,500,000 is from the Child Care and Development Block Trust Fund. The \$2,500,000 is provided to the HIPPY program to deliver high quality school readiness curriculum directly to parents so they may strengthen the cognitive and early literacy skills of at risk children. Early learning coalitions will work with HIPPY program staff to identify participant families based on poverty, parents' limited education, and willingness to actively participate in all aspects of the HIPPY program.

From the funds in Specific Appropriation 87, \$15,000,000 shall be used for the Child Care Executive Partnership Program, as defined in section 1002.94, Florida Statutes, as match to expand the provision of services to low income families at or below 200 percent of the federal poverty level. Funds for this program shall be used to match funds for statewide contracts.

From the funds in Specific Appropriation 87, \$11,988,097 is provided for the Redlands Christian Migrant Association (RCMA) to provide direct services to children eligible for the School Readiness program.

From the funds in Specific Appropriation 87, \$10,500,000 from the Child Care and Development Block Grant Trust Fund is provided for an Early Learning Performance Funding Pilot Project. The provisions for the pilot program will be developed with input from a workgroup chosen and coordinated

by the Office of Early Learning. The eligible participants of the workgroup shall include the Executive Director of the Office of Early Learning, two representatives from early learning coalitions, of which one must represent a multi-county coalition, two representatives from private provider organizations, of which one must be faith-based, two representatives from organizations that provide match funding to the early learning system which may not be from the same organization as any of the members above. Early Learning Coalitions chosen to participate in the pilot program must be selected by the workgroup in order to provide statewide representation and must meet benchmarks determined by the workgroup. The funding shall be held in reserve until a budget amendment is approved by the Legislative Budget Commission. The budget amendment shall include an allocation of the funding to the early learning coalitions based on a methodology to award child care providers and instructors for improving School Readiness program outcomes. The allocation methodology must include provisions for 1) a funding differential incentive for high need populations; 2) a professional development system to significantly improve instructor quality; 3) a research-based observational system to significantly improve instructor interactions with children; and 4) alignment to Early Learning Florida to provide consistency in technical assistance and to significantly improve instructor quality. The budget amendment shall be submitted by the Office of Early Learning to the Executive Office of the Governor no later than July 15, 2014.

From the funds in Specific Appropriation 87, \$2,000,000 from the Child Care and Development Block Grant Trust Fund, is provided for the continued implementation of the University of Florida Lastinger Center Online Early Learning Professional Development System to provide early learning coalitions and providers with a system of professional development that significantly improves child care instructor quality.

From the funds in Specific Appropriation 87, \$200,000 from the General Revenue Fund, is provided for the Literacy Jump Start Pilot Project in St. Lucie County. Funds are contingent upon House Bill 85, or similar legislation, becoming law.

From the funds in Specific Appropriation 87, \$2,000,000 from the General Revenue Fund, is provided to the Florida Developmental Disabilities Council to expand the Help Me Grow Florida Network. The network shall be expanded to connect children and families with information, resources, and developmental services to enhance the health, behavior, learning and development of young children.



88

SPECIAL CATEGORIES

GRANTS AND AIDS - SCHOOL READINESS SERVICES

FROM GENERAL REVENUE FUND.	136,967,679
FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND..	321,457,836
FROM FEDERAL GRANTS TRUST FUND..	489,286
FROM WELFARE TRANSITION TRUST FUND..	96,612,427

Funds in Specific Appropriation 88 require a match from local sources for working poor eligible participants of six percent on child care slots. In-kind match is allowable provided there is not a reduction in the number of slots or level of services from the provision of in-kind match. The Office of Early Learning may adopt a policy to grant a waiver of the six percent match requirement to a rural county that demonstrates a significant hardship in meeting the match requirement. Progress towards meeting this requirement shall be monitored by the Office of Early Learning, and shall be considered satisfactorily attained if the six percent requirement is met on a statewide basis.

From the funds in Specific Appropriation 88, expenditures for Gold Seal Quality Expenditure payments shall be reported as Direct Services. The Office of Early Learning shall have the authority to reclassify Gold Seal Quality Expenditure payments by the Early Learning coalitions and statewide contractors to meet targeted federal requirements for improving the quality of infant and toddler child care to the extent allowable in the state's approved Child Care and Development Fund Plan.

Funds in Specific Appropriation 88 are provided for the School Readiness Program and are allocated to early learning coalitions as follows:

Alachua.. . . .	9,487,859
Bay, Calhoun, Gulf, Franklin, Washington, Holmes, Jackson.	11,374,521
Brevard.. . . .	17,012,032
Broward.. . . .	41,310,749
Charlotte, DeSoto, Highlands, Hardee.	8,358,716
Columbia, Hamilton, Lafayette, Union, Suwannee.	6,827,958
Dade, Monroe.	106,806,203
Dixie, Gilchrist, Levy, Citrus, Sumter.	7,578,255
Duval.. . . .	28,019,872
Escambia.	13,309,690
Hendry, Glades, Collier, Lee.	19,360,701
Hillsborough.	41,775,427
Lake.	6,669,273
Leon, Gadsden, Jefferson, Liberty, Madison, Wakulla, Taylor.. . . .	15,926,655
Manatee.. . . .	8,696,888
Marion.	9,093,565
Martin, Okeechobee, Indian River.	7,398,771
Okaloosa, Walton.	7,399,628
Orange.	35,589,879
Osceola.. . . .	6,191,303
Palm Beach.	33,556,964
Pasco, Hernando.. . . .	13,610,497
Pinellas.	28,427,180
Polk.	18,566,065
St. Johns, Putnam, Clay, Nassau, Baker, Bradford.	14,603,453
St. Lucie.. . . .	8,227,353
Santa Rosa.	3,608,737
Sarasota.	5,007,394
Seminole.	8,205,123
Volusia, Flagler.	13,526,517

From the funds in Specific Appropriation 88, the Office of Early Learning shall have the ability to reallocate funds for school readiness services as funds are available or in the instance that a coalition does not have eligible children on its waiting list and has met its expenditure cap pursuant to section 1002.89(6), Florida Statutes.

89	SPECIAL CATEGORIES	
	GRANTS AND AIDS - DATA SYSTEMS FOR SCHOOL READINESS	
	FROM GENERAL REVENUE FUND.	240,595
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND.. . . .	656,242



90	SPECIAL CATEGORIES	
	GRANTS AND AIDS- EARLY LEARNING STANDARDS AND ACCOUNTABILITY	
	FROM GENERAL REVENUE FUND.	4,458,892

From the funds in Specific Appropriation 90, \$1,600,000 shall be used to purchase and implement the Voluntary Prekindergarten research-based pre- and post-assessment. The instrument must assess all domains as identified in the 2011 "Florida Early Learning and Developmental Standards for Four-Year-Olds", to the maximum extent possible, and provide valid and reliable data to measure student learning gains.

From the funds in Specific Appropriation 90, \$2,858,892 is provided to the Office of Early Learning to implement Voluntary Prekindergarten accountability standards, as required by section 1002.67, Florida Statutes, including the maintenance of the website. These funds shall also be distributed to Voluntary Prekindergarten providers, early learning coalitions and school districts to support the continued implementation of the Voluntary Prekindergarten Progress Monitoring Assessment developed by the Department of Education in collaboration with the Florida Center for Reading Research and for professional development opportunities and online training for Voluntary Prekindergarten providers with a focus on emergent literacy and mathematical thinking.

91	SPECIAL CATEGORIES	
	RISK MANAGEMENT INSURANCE	
	FROM GENERAL REVENUE FUND.	13,447
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND.. . . .	9,974



92	SPECIAL CATEGORIES	
	GRANTS AND AIDS - VOLUNTARY PREKINDERGARTEN PROGRAM	
	FROM GENERAL REVENUE FUND.	396,065,224

Funds in Specific Appropriation 92 are provided for the Voluntary Prekindergarten Education Program as provided in sections 1002.51 through 1002.79, Florida Statutes, and shall be initially allocated to Early Learning Coalitions as indicated below. Pursuant to the provisions of section 1002.71(3)(a), Florida Statutes, for Fiscal Year 2014-2015, the base student allocation per full-time equivalent student for the school year program shall be \$2,437 and the base student allocation for the summer program shall be \$2,080. The allocation includes four percent in addition to the base student allocation to fund administrative and other program costs of the early learning coalitions related to the Voluntary Prekindergarten Education Program.

The funds in Specific Appropriation 92 shall be allocated as follows:

Alachua.. . . .	4,404,465
Bay, Calhoun, Gulf, Franklin, Washington, Holmes, Jackson.	5,025,252
Brevard.. . . .	11,584,283
Broward.. . . .	38,937,529
Charlotte, DeSoto, Highlands, Hardee.	5,587,234
Columbia, Hamilton, Lafayette, Union, Suwannee.	2,562,664
Dade, Monroe.	60,539,092
Dixie, Gilchrist, Levy, Citrus, Sumter.	4,223,134
Duval.. . . .	24,334,189
Escambia.	5,583,478
Hendry, Glades, Collier, Lee.	20,386,736
Hillsborough.	28,655,173
Lake.	5,602,918
Leon, Gadsden, Jefferson, Liberty, Madison, Wakulla, Taylor.. . . .	7,076,220
Manatee.. . . .	7,253,279
Marion.	5,340,248
Martin, Okeechobee, Indian River.	5,503,861
Okaloosa, Walton.	5,349,177
Orange.	28,626,927
Osceola.. . . .	7,339,661
Palm Beach.	27,641,580
Pasco, Hernando.. . . .	12,387,893
Pinellas.	14,529,569
Polk.	10,758,687
St. Johns, Putnam, Clay, Nassau, Baker, Bradford.	12,608,946
St. Lucie.. . . .	6,457,852
Santa Rosa.	2,491,642
Sarasota.	5,103,085
Seminole.	9,571,259
Volusia, Flagler.	10,599,191

93	SPECIAL CATEGORIES	
	TRANSFER TO DEPARTMENT OF MANAGEMENT	
	SERVICES - HUMAN RESOURCES SERVICES	
	PURCHASED PER STATEWIDE CONTRACT	
	FROM GENERAL REVENUE FUND.	27,379
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND.. . . .	8,392
94	DATA PROCESSING SERVICES	
	EDUCATION TECHNOLOGY AND INFORMATION SERVICES	
	FROM GENERAL REVENUE FUND.	1,321,918
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND.. . . .	1,650,000
95	DATA PROCESSING SERVICES	
	NORTHWEST REGIONAL DATA CENTER (NWRDC)	
	FROM GENERAL REVENUE FUND.	50,116
	FROM CHILD CARE AND DEVELOPMENT BLOCK GRANT TRUST FUND.. . . .	145,857

The funds provided in Specific Appropriation 95 shall not be utilized for any costs related to the potential expansion of floor space operated and managed by the Northwest Regional Data Center.

TOTAL:	PROGRAM: EARLY LEARNING SERVICES	
	FROM GENERAL REVENUE FUND.. . . .	555,617,009
	FROM TRUST FUNDS.	466,118,689
	TOTAL POSITIONS: 100.00	
	TOTAL ALL FUNDS.	1,021,735,698

PUBLIC SCHOOLS, DIVISION OF
PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP

The calculations of the Florida Education Finance Program (FEFP) for the 2014-2015 fiscal year are incorporated by reference in House Bill 5003. The calculations are the basis for the appropriations made in the General Appropriations Act.



96	AID TO LOCAL GOVERNMENTS	
	GRANTS AND AIDS - FLORIDA EDUCATIONAL FINANCE PROGRAM	
	FROM GENERAL REVENUE FUND.	7,087,439,923
	FROM STATE SCHOOL TRUST FUND.. . . .	170,169,274



The funds provided in Specific Appropriations 9 and 96 include continued funding of the \$480,000,000 appropriated in Specific Appropriation 87 of Chapter 2013-40, Laws of Florida, and section 26 of Chapter 2013-45, Laws of Florida, for the same purposes as the original appropriation.



Funds provided in Specific Appropriations 9 and 96 shall be allocated using a base student allocation of \$4,031.77 for the FEFP.



Funds provided in Specific Appropriations 9 and 96 for the supplemental allocation for juvenile justice education programs shall be allocated pursuant to the formula provided in section 1011.62(10), Florida Statutes. The allocation factor shall be \$1,246.35.

From the funds provided in Specific Appropriations 9 and 96, juvenile justice education programs shall receive funds as provided in section 1003.52(12), Florida Statutes. Up to \$340 per student may be used for high school equivalency examination fees for juvenile justice students who pass the high school equivalency exam in full, or in part, while in a juvenile justice education program and may be used for students in juvenile justice education programs to support equipment, specially designed curricula, and industry credentialing testing fees, for students enrolled in career and technical education (CTE) courses that lead to industry recognized certifications.



The district cost differential (DCD) for each district shall be calculated pursuant to the provisions of section 1011.62(2), Florida Statutes.



From the funds provided in Specific Appropriations 9 and 96, \$48,318,959 is provided for the Sparsity Supplement as defined in section 1011.62(7), Florida Statutes, for school districts of 24,000 and fewer FTE in the 2014-2015 fiscal year.



Total Required Local Effort for Fiscal Year 2014-2015 shall be \$7,179,517,373. The total amount shall include adjustments made for the calculation required in section 1011.62(4)(a) through (c), Florida Statutes.



The maximum nonvoted discretionary millage which may be levied pursuant to the provisions of section 1011.71(1), Florida Statutes, by district school boards in Fiscal Year 2014-2015 shall be 0.748 mills.

If any school district levies the full 0.748 mill and it generates an amount of funds per unweighted FTE that is less than the state average amount per unweighted FTE, the school district shall receive from the funds provided in Specific Appropriations 9 and 96, a discretionary millage compression supplement that, when added to the funds generated by the district's 0.748 mill levy, shall be equal to the state average as provided in section 1011.62(5), Florida Statutes.

If any school district chooses to levy an amount not less than 0.498 mill and less than 0.748 mill, a compression supplement shall be calculated on a levy of 0.498. If a 0.498 mill levy generates an amount of funds per unweighted FTE that is less than the state average amount per unweighted FTE for 0.498 mill, the school district shall receive from the funds provided in Specific Appropriations 9 and 96, a discretionary millage compression supplement that, when added to the funds generated by a 0.498 mill levy, would be equal to the state average as provided in section 1011.62(5), Florida Statutes.



Funds provided in Specific Appropriations 9 and 96 are based upon program cost factors for Fiscal Year 2014-2015 as follows:

1. Basic Programs
 - A. K-3 Basic.. 1.126
 - B. 4-8 Basic.. 1.000
 - C. 9-12 Basic.. 1.004
2. Programs for Exceptional Students
 - A. Support Level 4.. 3.548
 - B. Support Level 5.. 5.104
3. English for Speakers of Other Languages. 1.147
4. Programs for Grades 9-12 Career Education. 1.004



From the funds in Specific Appropriations 9 and 96, \$950,781,688 is provided to school districts as an Exceptional Student Education (ESE) Guaranteed Allocation as authorized by law to provide educational programs and services for exceptional students. Funds provided for gifted educational programs and services must primarily be focused on advanced mathematics and science curriculum and enrichment with instruction provided by an in-field teacher. The ESE Guaranteed Allocation funds are provided in addition to the funds for each exceptional student in the per FTE student calculation. Each district's ESE Guaranteed Allocation for the 2014-2015 appropriation shall not be recalculated during the school year. School districts that provided educational services in 2013-2014 for exceptional students who are

residents of other districts shall not discontinue providing such services without the prior approval of the Department of Education. Expenditure requirements for the ESE Guaranteed Allocation shall be as prescribed in section 1010.20(3), Florida Statutes, for programs for exceptional students.

From the funds provided in Specific Appropriations 9 and 96, the value of 43.35 weighted FTE students is provided to supplement the funding for severely handicapped students served in ESE programs 254 and 255 when a school district has less than 10,000 FTE student enrollment and less than three FTE eligible students per program. The Commissioner of Education shall allocate the value of the supplemental FTE based on documented evidence of the difference in the cost of the service and the amount of funds received in the district's FEFP allocations for the students being served. The supplemental value shall not exceed three FTE.



The Declining Enrollment Supplement shall be calculated based on 25 percent of the decline between the prior year and current year unweighted FTE students.



From the funds in Specific Appropriations 9 and 96, \$64,456,019 is provided for Safe Schools activities and shall be allocated as follows: \$62,660 shall be distributed to each district, and the remaining balance shall be allocated as follows: two-thirds based on the latest official Florida Crime Index provided by the Department of Law Enforcement and one-third based on each district's share of the state's total unweighted student enrollment. Safe Schools activities include: (1) after school programs for middle school students; (2) middle and high school programs for correction of specific discipline problems; (3) other improvements to enhance the learning environment, including implementation of conflict resolution strategies; (4) behavior driven intervention programs that include anger and aggression management strategies; (5) alternative school programs for adjudicated youth that may include a web-based virtual system that results in mastery and certification, competency or credentials in the following inter-related counseling disciplines necessary for success in education and the work environment, including adjustment, educational, employment and optimal mental health areas that will include, but are not limited to, anger and impulse control, depression and anxiety, self-esteem, respect for authority, personal behavior, goal setting, time and stress management, social and workplace adjustment, substance use and abuse, workplace soft skills, communication skills, work ethic, the importance of timeliness, attendance and the self-marketing skills for future educational and/or employment opportunities; (6) suicide prevention programs; (7) bullying prevention and intervention; (8) school resource officers; and (9) detection dogs. Each district shall determine, based on a review of its existing programs and priorities, how much of its total allocation to use for each authorized Safe Schools activity. The Department of Education shall monitor compliance with reporting procedures contained in section 1006.147, Florida Statutes. If a district does not comply with these procedures, the district's funds from the Safe Schools allocation shall be withheld and reallocated to the other school districts. Each school district shall report to the Department of Education the amount of funds expended for each of the eight activities.



From the funds in Specific Appropriations 9 and 96, \$642,089,342 is for Supplemental Academic Instruction to be provided throughout the school year pursuant to section 1011.62 (1)(f), Florida Statutes. From these funds, at least \$75,000,000, together with funds provided in the district's research-based reading instruction allocation and other available funds, shall be used by districts with one or more of the 300 lowest performing elementary schools based on the

statewide, standardized English Language Arts assessment to provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in each of these schools. This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading, or by a K-5 mentoring reading program that is supervised by a teacher who is effective at teaching reading. Students enrolled in these schools who have level 5 reading assessment scores may choose to participate in the additional hour of instruction on an optional basis. ESE centers shall not be included in the 300 schools.

The Department of Education shall provide guidance to school districts for documentation of the expenditures for the additional hour of instruction to ensure that all local, state, and federal funds are maximized for the total instructional program and that the funds used for the additional hour of instruction in these 300 schools do not supplant federal funds. School districts shall submit a report to the Department of Education in a format prepared by the department that includes summary information, including funding sources, expenditures and student outcomes for each of the participating schools that shall be submitted to the Speaker of the House of Representatives, President of the Senate, and Governor by September 30, 2015. Pursuant to section 1008.32, Florida Statutes, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.



From the funds in Specific Appropriations 9 and 96, \$130,000,000 is provided for a K-12 comprehensive, district-wide system of research-based reading instruction. The amount of \$115,000 shall be allocated to each district and the remaining balance shall be allocated based on each district's proportion of the total K-12 base funding. From these funds, at least \$15,000,000 shall be used to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in the 300 lowest performing elementary schools based on the statewide, standardized English Language Arts assessment pursuant to sections 1008.22(3) and 1011.62(9), Florida Statutes. This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading. Students enrolled in these schools who have level 5 reading assessment scores may choose to participate in the additional hour of instruction on an optional basis. ESE centers shall not be included in the 300 schools. Pursuant to section 1008.32, Florida Statutes, the State Board of Education shall withhold funds from a school district that fails to comply with this requirement.



From the funds provided in Specific Appropriations 9 and 96, \$223,382,911 is provided for Instructional Materials including \$11,795,824 for Library Media Materials, \$3,224,192 for the purchase of science lab materials and supplies, \$10,000,000 for dual enrollment instructional materials, and \$3,015,624 for the purchase of digital instructional materials for students with disabilities. The growth allocation per FTE shall be \$294.00 for the 2014-2015 fiscal year. School districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

From the funds provided for Instructional Materials, \$165,000,000 shall be available to school districts to purchase instructional content as well as electronic devices and technology equipment and infrastructure. The purchases made in the 2014-2015 fiscal year must comply with the minimum

or recommended requirements for instructional content, hardware, software, networking, security and bandwidth and the number of students per device as developed and published by the department. Prior to release of the funds by the department to the school districts, each school district shall certify to the Commissioner of Education an expenditure plan for the purchase of instructional content and technology. If the district intends to use any portion of the funds for technology, the district must certify that it has the instructional content necessary to provide instruction aligned to the adopted statewide benchmarks and standards. If the district intends to use the funds for technology the district must include an expenditure plan for the purchase of electronic devices and technology equipment and infrastructure that demonstrates the alignment of devices and equipment with the minimum or recommended requirements. The department shall provide a report to the Legislature on or before March 1, 2015 that summarizes the district expenditures for these funds.



From funds provided in Specific Appropriations 9 and 96, \$424,875,855 is provided for Student Transportation as provided in section 1011.68, Florida Statutes.



From funds provided in Specific Appropriations 9 and 96, \$45,286,750 is provided for the Teachers Classroom Supply Assistance Program and shall be given to teachers pursuant to section 1012.71, Florida Statutes. The allocation shall not be recalculated during the school year.



From the funds in Specific Appropriations 9 and 96, \$40,000,000 is provided to school districts to support digital classrooms. Funds shall be calculated as follows: \$250,000 shall be the minimum for each district, and the remaining balance shall be allocated based on each district's share of the state's total unweighted student enrollment. Funds for the Florida Digital Classrooms allocation shall be contingent on House Bill 5101 or similar legislation becoming law.



Funds provided in Specific Appropriations 9 and 96 for the Virtual Education Contribution shall be allocated pursuant to the formula provided in section 1011.62(11), Florida Statutes. The contribution shall be based on \$5,230 per FTE.

Districts may charge a fee for grades K-12 voluntary, non-credit summer school enrollment in basic program courses. The amount of any student's fee shall be based on the student's ability to pay and the student's financial need as determined by district school board policy.



From the funds in Specific Appropriations 9 and 96, school districts may execute an appropriate contract for full-time virtual instruction through K-8 virtual schools that received funds from Specific Appropriation 93 of chapter 2008-152, Laws of Florida. School districts may expend a negotiated amount per student for each student who was enrolled and served during the 2013-2014 fiscal year and who is re-enrolled and eligible to be served during the 2014-2015 fiscal year. Each of the K-8 virtual schools shall provide to the Department of Education the name and address of each student who was enrolled and served during the 2013-2014 fiscal year and who is re-enrolled and is eligible to be served during the 2014-2015 fiscal year. The department shall verify the eligibility of the students, assist with placement of each student in a school district virtual instruction program regardless of the student's district of residence, and assist the school district with executing an appropriate contract with an approved K-8 virtual school for payment for virtual instruction for each student. The maximum number of students to be funded pursuant to this provision is the number of students served in the 2013-2014 fiscal year.



97 AID TO LOCAL GOVERNMENTS
 GRANTS AND AIDS - CLASS SIZE REDUCTION
 FROM GENERAL REVENUE FUND. 2,823,166,322
 FROM STATE SCHOOL TRUST FUND.. . . . 86,161,098

Funds in Specific Appropriations 10 and 97 are provided to implement the requirements of sections 1003.03 and 1011.685, Florida Statutes. The class size reduction allocation factor for grades prekindergarten to grade 3 shall be \$1,325.01, for grades 4 to 8 shall be \$903.80, and for grades 9 to 12 shall be \$905.98. The class size reduction allocation shall be recalculated based on enrollment through the October 2014 FTE survey except as provided in section 1003.03(4), Florida Statutes. If the total class size reduction allocation is greater than the appropriation in Specific Appropriations 10 and 97, funds shall be prorated to the level of the appropriation based on each district's calculated amount. The Commissioner of Education may withhold disbursement of these funds until a district is in compliance with reporting information required for class size reduction implementation.

TOTAL: PROGRAM: STATE GRANTS/K-12 PROGRAM - FEFP
 FROM GENERAL REVENUE FUND.. . . . 9,910,606,245
 FROM TRUST FUNDS. 256,330,372
 TOTAL ALL FUNDS. 10,166,936,617

PROGRAM: STATE GRANTS/K-12 PROGRAM - NON FEFP

Of the funds provided for regional education consortium programs and school district matching grants in Specific Appropriations 98, 104 and 108, 60 percent shall be released to the Department of Education at the beginning of the first quarter and the balance at the beginning of the third quarter. The Department of Education shall disburse the funds to eligible entities within 30 days of release.

Funds provided in Specific Appropriations 98 through 113, excluding 105 and 106, shall only be used to serve Florida students.



98 AID TO LOCAL GOVERNMENTS
 GRANTS AND AIDS - INSTRUCTIONAL MATERIALS
 FROM GENERAL REVENUE FUND. 1,230,000

Funds provided in Specific Appropriation 98 shall be allocated as follows:

Learning Through Listening. 930,000
 Panhandle Area Education Consortium (PAEC). 300,000



99 SPECIAL CATEGORIES
 GRANTS AND AIDS - ASSISTANCE TO
 LOW PERFORMING SCHOOLS
 FROM GENERAL REVENUE FUND. 5,000,000

Funds in Specific Appropriation 99 may be used to contract for the operation of the Florida Partnership for Minority and Underrepresented Student Achievement and to achieve the partnership's mission as provided in section 1007.35, Florida Statutes. The funds shall be expended for professional development for Advanced Placement classroom teachers.



100 SPECIAL CATEGORIES
 GRANTS AND AIDS - MENTORING/STUDENT
 ASSISTANCE INITIATIVES
 FROM GENERAL REVENUE FUND. 23,058,720

Funds provided in Specific Appropriation 100 shall be allocated as follows:

Advancement via Individual Determination (AVID)...	500,000
Best Buddies.	900,000
Big Brothers, Big Sisters.. . . .	6,030,248
Boys and Girls Club of Manatee - New DeSoto Club.	500,000
Florida Alliance of Boys and Girls Clubs.	5,013,500
Take Stock in Children.	6,250,000
Teen Trendsetters.. . . .	1,100,000
YMCA State Alliance/YMCA Reads.	2,764,972

From the funds in Specific Appropriation 100, \$500,000 is provided to implement a pilot program to reward success of students in need of assistance to become college ready and enrolled in the Advancement Via Individual Determination (AVID) elective class who performed in rigorous coursework during the 2013-2014 school year. School districts shall report student enrollments from the 2013-2014 school year in the AVID elective during the October student membership survey. Each school district shall be rewarded \$325 per full-time equivalent student enrolled in the AVID elective who also receives a score of 4 or higher on an International Baccalaureate subject examination; score of E or higher on an Advanced International Certificate of Education subject examination; score of 3 or higher on the College Board Advanced Placement Examination; or, for students in grades 6-8, receives a passing score on the algebra end of course examination. Each school district shall allocate the funds received from this bonus award funding to the school whose students generate the funds. Funds shall be expended solely for the payment of costs associated with the school's AVID system which include annual membership fees; professional development and training for program coordinators, teachers, and tutors; instructional supplies and materials; and compensation for tutors. Funds shall be awarded to the school districts no later than January 1, 2015. If the total bonus amount is greater than the funds provided in this appropriation, then each district's amount shall be prorated based on the number of students who earned qualifying scores in each district.



100A SPECIAL CATEGORIES

PERFORMANCE ADJUSTMENTS TO SCHOOL DISTRICTS

FROM GENERAL REVENUE FUND. 2,500,000

Funds provided in Specific Appropriation 100A are for school districts that provided teacher salary increases based on performance results under section 1012.34, Florida Statutes, as required in Specific Appropriation 87, chapter 2013-40, Laws of Florida. An award amount of \$50,000 shall be provided to each of the following school districts and lab schools: Bay, Broward, Clay, Escambia, Flagler, Gadsden, Gilchrist, Highlands, Hillsborough, Lake, Lee, Madison, Martin, Nassau, Okeechobee, Orange, St. Johns, Sumter, Taylor, Volusia, Wakulla, FAMU Lab School, FAU Palm Beach Lab School, FSU Broward Lab School and UF Lab School, and the balance shall be allocated by the Department of Education based on the total FTE for each of the eligible entities.



101 SPECIAL CATEGORIES

GRANTS AND AIDS - COLLEGE REACH OUT PROGRAM

FROM GENERAL REVENUE FUND. 1,500,000

From the funds in Specific Appropriation 101, \$500,000 is provided for statewide competitive grants to increase the workforce readiness of high school 11th and 12th graders enrolled in the College Reach Out Program (CROP). Applicants must be currently funded CROP institutions. Priority will be given to programs that: demonstrate partnerships with a regional workforce board and municipal government; provide match to leverage state resources; link industry certifications in high school to either employment or postsecondary articulation; demonstrate previous youth

internships and work experiences; provide summer residential experience for participants to reside on college campus for a week-long enrichment camp; and provide summer bridge engagement for graduating seniors to ensure transition to work or postsecondary education.

- 102 SPECIAL CATEGORIES
GRANTS AND AIDS - FLORIDA DIAGNOSTIC AND
LEARNING RESOURCES CENTERS
FROM GENERAL REVENUE FUND. 2,700,000

Funds provided in Specific Appropriation 102 shall be allocated to the Multidisciplinary Educational Services Centers as follows:

University of Florida.. . . . 450,000
University of Miami.. . . . 450,000
Florida State University.. . . . 450,000
University of South Florida.. . . . 450,000
University of Florida Health Science
Center at Jacksonville.. . . . 450,000
Keiser University.. . . . 450,000

Each center shall provide a report to the Department of Education by September 1, 2014, for the 2013-2014 fiscal year that shall include the following: (1) the number of children served, (2) the number of parents served, (3) the number of persons participating in in-service education activities, (4) the number of districts served, and (5) specific services provided.

- 103 SPECIAL CATEGORIES
GRANTS AND AIDS - NEW WORLD SCHOOL OF THE ARTS
FROM GENERAL REVENUE FUND. 650,000



- 104 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL DISTRICT MATCHING GRANTS PROGRAM
FROM GENERAL REVENUE FUND. 4,500,000

Funds in Specific Appropriation 104 are provided as challenge grants to public school district education foundations for programs that serve low-performing students, technical career education, literacy initiatives, Science, Technology, Engineering, Math (STEM) Education initiatives, increased teacher quality and/or increased graduation rates. The amount of each grant shall be equal to the private contribution made to a qualifying public school district education foundation. In-kind contributions shall not be considered for matching purposes. Administrative costs for the program shall not exceed five percent.

Before any funds provided in Specific Appropriation 104 may be disbursed to any public school district education foundation, the public school district foundation must certify to the Commissioner of Education that the private cash has actually been received by the public school education foundation seeking matching funds. The Consortium of Florida Education Foundations shall be the fiscal agent for this program.

- 105 SPECIAL CATEGORIES
TEACHER AND SCHOOL ADMINISTRATOR DEATH BENEFITS
FROM GENERAL REVENUE FUND. 18,000

- 106 SPECIAL CATEGORIES
RISK MANAGEMENT INSURANCE
FROM GENERAL REVENUE FUND. 754,974
FROM ADMINISTRATIVE TRUST FUND.. . . . 64,952

- 107 SPECIAL CATEGORIES
GRANTS AND AIDS - AUTISM PROGRAM
FROM GENERAL REVENUE FUND. 9,000,000

Funds provided in Specific Appropriation 107 shall be allocated as follows:

Florida Atlantic University.. . . .	856,065
Florida State University (College of Medicine).. .	1,267,477
University of Central Florida.. . . .	1,351,754
University of Florida (College of Medicine).. .	1,094,613
University of Florida (Jacksonville).. . . .	1,140,703
University of Miami (Department of Psychology) including \$355,853 for activities in Broward County through Nova Southeastern University.. .	1,710,896
University of South Florida/Florida Mental Health Institute.. . . .	1,578,492

The Department of Education upon request by the Autism Centers may reallocate funds provided in Specific Appropriation 107 based on the funding formula used by the centers.

Autism Centers shall provide appropriate nutritional information to parents of children served through funds provided in Specific Appropriation 107. Summaries of outcomes for the prior fiscal year shall be submitted to the Department of Education by September 1, 2014.



108 SPECIAL CATEGORIES

GRANTS AND AIDS - REGIONAL EDUCATION CONSORTIUM SERVICES

FROM GENERAL REVENUE FUND.. . . .	2,545,390
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From the funds in Specific Appropriation 108, \$1,100,000 is provided for the Florida Virtual Curriculum Marketplace to support small and rural districts with digital learning tools, digital resources, technical support and professional development opportunities for schools in the Panhandle Area Education Consortium (PAEC), Northeast Florida Education Consortium (NEFEC) and Heartland Consortiums and for schools in districts with 24,000 or fewer FTE students.



109 SPECIAL CATEGORIES

TEACHER PROFESSIONAL DEVELOPMENT

FROM GENERAL REVENUE FUND.. . . .	14,462,548
FROM FEDERAL GRANTS TRUST FUND.. . . .	134,580,906

Funds provided from General Revenue in Specific Appropriation 109 shall be allocated as follows:

Florida Association of District School Superintendents Training.. . . .	1,000,000
Principal of the Year.. . . .	29,426
School Related Personnel of the Year.. . . .	6,182
Teacher of the Year.. . . .	68,730
Administrator Professional Development.. . . .	8,358,210
Teach for America.. . . .	5,000,000

Funds provided in Specific Appropriation 109 for Principal, Teacher, or School Related Personnel of the Year may be disbursed to districts, schools, or individuals.

From the funds provided in Specific Appropriation 109 for Teacher of the Year, \$50,000 is for an annual Teacher of the Year Summit.

From the funds provided in Specific Appropriation 109 for the Florida Association of District School Superintendents, \$500,000 is provided for student acceleration options training to be used to train superintendents and other school district staff on acceleration options for students and performance funding.

From the funds in Specific Appropriation 109 for Administrator Professional Development, \$7,358,210 is provided for professional development for principals and other district

administrators in instructional and human resource leadership, including the use of teacher evaluations to improve instruction, aligning instruction with the district's curriculum and state standards, best financial practices, and other leadership responsibilities that support student achievement through job-embedded delivery and through either regional, local, or digital formats. Funds shall be provided to each district after the district has submitted its training plan to the Commissioner. Funds shall be allocated based on an approved training plan and on each district's share of unweighted FTE and districts with 10,000 or fewer FTE shall be provided a minimum allocation of \$5,000.

From the funds provided in Specific Appropriation 109 for Administrator Professional Development, up to \$1,000,000 shall be used by the department to provide statewide resources approved by the commissioner, which may include training, for improving school leadership practices that are linked to increased student achievement. The department shall use \$500,000 to select an external organization that can demonstrate a record of improving school leadership practices that lead to increased student achievement. The organization selected by the department must provide on-site and job-embedded leadership training to school districts participating in a School House Funding Pilot Program, including, but not limited to, data-driven instruction and developing a high-performing leadership team. The Broward, Duval, Pinellas, Gilchrist, and Wakulla school districts must each select at least one middle and high school to participate in the pilot program for the 2014-2015 school year and notify the department of the selected schools no later than August 1, 2014.



- 110 SPECIAL CATEGORIES
GRANTS AND AIDS - STRATEGIC STATEWIDE INITIATIVES
FROM GENERAL REVENUE FUND. 21,400,000

Funds in Specific Appropriation 110 shall be allocated as follows:

Career and Education Planning System. 3,000,000
Personal Learning Scholarship Accounts. 18,400,000

Funds in Specific Appropriation 110 for Personal Learning Scholarship Accounts are contingent on Senate Bill 1512 or similar legislation becoming law.

Contingent upon House Bill 5101 or similar legislation becoming law, the Department of Education shall prepare a budget amendment to transfer the funds appropriated for the Career and Education Planning System in Specific Appropriation 110 to the University of West Florida.



- 111 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL AND INSTRUCTIONAL ENHANCEMENTS
FROM GENERAL REVENUE FUND. 30,086,602

To extend the unique means for better educating students, funds in Specific Appropriation 111 shall be allocated as follows:

Academic Tourney. 200,000
African American Task Force.. . . . 100,000
Agenda 2020 City of St. Petersburg. 975,000
AMI Kids - Gadsden. 500,000
Arts for a Complete Education/Florida
Alliance for Arts Education. 110,952
AVID Highlands County.. . . . 520,203
Black Male Explorers. 314,701
Caribbean Chamber Student Summer Entrepreneurship.. 100,000
CDC of Tampa - Work Readiness Training. 200,000
City of Hialeah Education Academy.. . . . 500,000

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Coral Gables Environmental Sustainability	
Design Education Program..	200,000
Coral Springs Safety Town..	250,000
Culinary Training/Professional Training Kitchen..	200,000
Destination Graduation..	500,000
EO Wilson Biophillia Center..	100,000
Florida Afterschool Network/Ounce of	
Prevention Fund of Florida..	300,000
Florida Children's Initiative..	1,500,000
Florida Healthy Choices/E3 Family Solutions..	200,000
Florida Holocaust Museum..	300,000
Florida Youth Challenge Academy..	750,000
Girl Scouts of Florida..	499,635
Glades Career Readiness Roundtable/West Tech	
Construction Academy..	426,628
Governor's School for Space Science and Technology..	500,000
Here's Help Opa Locka..	500,000
Hialeah Gardens Educational Center Programs..	1,870,000
Holocaust Memorial Miami Beach..	150,000
Holocaust Task Force..	100,000
In Search of Me Café..	100,000
Jobs for America's Graduates..	3,000,000
Knowledge is Power Program (KIPP) Jacksonville..	900,000
Lauren's Kids..	3,800,000
Learning for Life..	1,919,813
Marie Selby Botanical Gardens..	500,000
MBF Boat Safety/CPR Program..	100,000
Men of Vision..	100,000
Minority Male Mentoring Initiative..	200,000
Mourning Family Foundation..	500,000
Neighborhood Initiative Summer Job Program..	100,000
New Horizon..	150,000
Northwest Florida Ballet Public School..	247,471
Okaloosa County - Science and Technology	
Education Middle School..	250,000
PARC-Project Search..	100,000
Pasco Regional STEM School/Tampa Bay	
Region Aeronautics..	1,500,000
Pinellas Education Foundation - Career	
Path Planning..	250,000
Project PASS JROTC Junior Leadership Corps..	170,000
Project SOS Expansion..	301,184
Project to Advance School Success (PASS)..	608,983
Sandra DeLucca Development Center..	200,000
Single Gender Schools-Broward County Public Schools..	150,000
Single Gender Schools-Duval County Public Schools..	150,000
SRI International Middle School Digital Mathematics..	750,000
State Science Fair..	72,032
The SEED School of Miami..	1,400,000
Tune into Reading..	250,000
Visible Men Academy..	50,000
Workforce Advantage Academy..	100,000
YMCA Tech Smart - Tampa Bay..	100,000
YMCA Youth in Government..	200,000

Funds provided in Specific Appropriation 111 for the Learning for Life program are eligible to be used in any public school.

From the funds provided in Specific Appropriation 111 for the Florida Children's Initiative (FCI), \$500,000 shall be provided to the Miami Children's Initiative, Inc., \$500,000 shall be provided to the New Town Success Zone, and \$500,000 shall be provided to the Parramore Kidz Zone.

Funds provided in Specific Appropriation 111 for the Florida After School Network are allocated to the Ounce of Prevention Fund of Florida for the Genesis Center in Lake County to offer an academic after school program to Title 1 eligible students. The program shall emphasize science, technology, engineering and mathematics to prepare students for college and career opportunities. A report on student academic outcomes shall be delivered to the Governor, the Commissioner of Education, the President of the Senate and the Speaker of the House of Representatives no later than 90 days following the end of the 2014-2015 school year.

112 SPECIAL CATEGORIES

GRANTS AND AIDS - EXCEPTIONAL EDUCATION	
FROM GENERAL REVENUE FUND.	4,613,726
FROM FEDERAL GRANTS TRUST FUND.. . . .	2,333,354

Funds in Specific Appropriation 112 from the General Revenue Fund are provided for:

Auditory-Oral Education Grants.	500,000
Communication/Autism Navigator.	2,600,000
Family Café.. . . .	250,000
Special Olympics.	250,000

Funds in Specific Appropriation 112 for Family Cafe are supplemental and shall not be used to replace or supplant current funds awarded for the Family Cafe Project.

Funds provided in Specific Appropriation 112 for Communication/Autism Navigator shall be awarded to the Florida State University College of Medicine for statewide implementation of an exceptional student education communication/autism navigator that includes core strategies and interventions through the Early Steps Program to increase the number of full integration placements of exceptional students into the standard classroom.

Funds provided in Specific Appropriation 112 for Auditory-Oral Education Grants shall only be awarded to Florida public or private nonprofit school programs serving deaf children in multiple counties, from birth to age seven, including rural and underserved areas. These schools must solely offer auditory-oral education programs, as defined in section 1002.391, Florida Statutes, and have a supervisor and faculty members who are credentialed as Certified Listening and Spoken Language Specialists.

The amount of the grants shall be based on the specific needs of each eligible student. Each eligible school that has insufficient public funds to provide the educational and related services specified in the Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) of eligible students aged birth to seven years may submit grant applications to the Department of Education. Applications must include an itemized list of total costs, the amount of public funds available for those students without the grant, and the additional amount needed for the services identified in each students' respective IEP or IFSP. The department shall develop an appropriate application, provide instructions and administer this grant program to ensure minimum delay in providing the IEP or IFSP services for all eligible students. Each school shall be accountable for assuring that the public funds received are expended only for services for the eligible student as described in the application and shall provide a report documenting expenditures for the 2014-2015 fiscal year to the Department of Education by June 1, 2015.

Funds in Specific Appropriation 112, shall include, but not be limited to, allocations for the Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers and the Florida Instructional Materials Center for the Visually Impaired.

113 SPECIAL CATEGORIES

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND	
FROM GENERAL REVENUE FUND.	44,402,436
FROM ADMINISTRATIVE TRUST FUND.. . . .	460,000
FROM FEDERAL GRANTS TRUST FUND.. . . .	2,267,681
FROM GRANTS AND DONATIONS TRUST FUND.. . . .	1,752,387

From the funds in Specific Appropriation 113, the school shall contract for health, medical, pharmaceutical and dental screening services for students. The school shall develop a

collaborative service agreement for medical services and shall maximize the recovery of all legally available funds from Medicaid and private insurance coverage. The school shall report to the Legislature by June 30, 2015, information describing the agreement, services provided, budget and expenditures, including the amounts and sources of all funding used for the collaborative medical program and any other student health services during the 2014-2015 fiscal year.

114 SPECIAL CATEGORIES
TRANSFER TO DEPARTMENT OF MANAGEMENT SERVICES - HUMAN
RESOURCES SERVICES PURCHASED PER STATEWIDE CONTRACT
FROM GENERAL REVENUE FUND. 219,925
FROM ADMINISTRATIVE TRUST FUND.. . . . 38,552

TOTAL: PROGRAM: STATE GRANTS/K-12 PROGRAM - NON FEFP
FROM GENERAL REVENUE FUND.. . . . 168,642,321
FROM TRUST FUNDS. 141,497,832
TOTAL ALL FUNDS. 310,140,153

PROGRAM: FEDERAL GRANTS K/12 PROGRAM

115 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - PROJECTS, CONTRACTS AND GRANTS
FROM GRANTS AND DONATIONS TRUST FUND.. . . . 3,999,420

116 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - FEDERAL GRANTS AND AIDS
FROM ADMINISTRATIVE TRUST FUND.. . . . 353,962
FROM FEDERAL GRANTS TRUST FUND.. . . . 1,512,358,793

117 SPECIAL CATEGORIES
DOMESTIC SECURITY
FROM FEDERAL GRANTS TRUST FUND.. . . . 5,409,971

TOTAL: PROGRAM: FEDERAL GRANTS K/12 PROGRAM
FROM TRUST FUNDS. 1,522,122,146
TOTAL ALL FUNDS. 1,522,122,146

PROGRAM: EDUCATIONAL MEDIA & TECHNOLOGY SERVICES

118 SPECIAL CATEGORIES
CAPITOL TECHNICAL CENTER
FROM GENERAL REVENUE FUND. 324,624

118A SPECIAL CATEGORIES
FEDERAL EQUIPMENT MATCHING GRANT
FROM GENERAL REVENUE FUND. 450,000

Funds provided in Specific Appropriation 118A shall be provided to the nine public television and radio stations based on the proportional share of the unmatched balances for equipment purchased in anticipation of the state match for participation in the U.S. Department of Commerce, Federal Equipment Matching Grant Program.

119 SPECIAL CATEGORIES
GRANTS AND AIDS - PUBLIC BROADCASTING
FROM GENERAL REVENUE FUND. 10,207,609

The funds provided in Specific Appropriation 119 shall be allocated as follows:

Statewide Governmental & Cultural Programming.. . . 497,522
Florida Channel Closed Captioning.. . . . 340,862
Florida Channel Year Round Coverage.. . . . 2,272,414
Florida PBS Learning Media Content Library. . . . 1,000,000
Public Radio Stations.. . . . 1,300,000
Public Television Stations. 3,996,811
Satellite Transponder.. . . . 800,000

From the funds provided in Specific Appropriation 119, "Governmental Affairs for Public Television" shall be produced by the same contractor selected by the Legislature to produce "The Florida Channel".

Funds provided in Specific Appropriation 119 for Public Television Stations shall be allocated \$307,447 for each public television station as recommended by the Commissioner of Education. Public Radio Stations shall be allocated \$100,000 per station.

From the funds provided in Specific Appropriation 119 for the Florida Channel Satellite Transponder Operations, the Florida Channel shall contract for the leasing, management and operation of the state transponder with the same public broadcasting station that produces the Florida Channel.

Funds provided in Specific Appropriation 119 for the Florida PBS Learning Media Content Library shall be used for customizing digital content.

TOTAL: PROGRAM: EDUCATIONAL MEDIA & TECHNOLOGY SERVICES
FROM GENERAL REVENUE FUND. 10,982,233
TOTAL ALL FUNDS. 10,982,233

PROGRAM: WORKFORCE EDUCATION



120 AID TO LOCAL GOVERNMENTS
PERFORMANCE BASED INCENTIVES
FROM GENERAL REVENUE FUND. 4,982,722

From the funds in Specific Appropriation 120, \$4,982,722 shall be provided by the Department of Education to district workforce education programs for students who earn industry certifications during the 2014-2015 fiscal year. Funding shall be based on students who earn industry certifications in the following occupational areas: health science to include surgical technology, orthopedic technology, dental assisting technology, practical nursing, medical coder/biller, medical assisting, certified nursing assistant, emergency medical technician and paramedic, clinical lab technician, EKG technician, pharmacy technician, and clinical hemodialysis technician; automotive service technology; auto collision repair and refinishing; medium/heavy duty truck technician; cyber security; cloud virtualization; network support services; computer programming; computer-aided drafting; advanced manufacturing; electrician; and welding; or, industry certifications for Federal Aviation Administration airframe mechanics and power plant mechanics; and heating, ventilation and air conditioning technician. Funding is limited to one certification per student per academic year for programs that are not linked to occupations on the 2014-2015 Florida Statewide Demand Occupations List. On June 1, 2015, if any funds remain, the balance shall be allocated for performance in adult general education programs based on student performance as measured by learning gains, placements, and special populations served indexed to the proportional share of the funds available. These performance funds shall not be awarded for certifications earned through continuing workforce education programs.

Industry certifications earned by students enrolled in the 2013-2014 academic year which were eligible to be included in the funding allocation for the 2013-2014 fiscal year and were not included in the final disbursement due to the early data reporting deadline may be reported by districts and included in the Department of Education's allocation of funds for the 2014-2015 fiscal year.

School districts shall maintain documentation for student attainment of industry certifications that are eligible for performance funding. The Auditor General shall verify

compliance with this requirement during scheduled operational audits of the school districts. If a district is unable to comply, the district shall refund the performance funding to the state.



121 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - ADULT BASIC EDUCATION
FEDERAL FLOW-THROUGH FUNDS
FROM FEDERAL GRANTS TRUST FUND.. . . . 41,552,472



122 AID TO LOCAL GOVERNMENTS
WORKFORCE DEVELOPMENT
FROM GENERAL REVENUE FUND. 287,132,184

From the funds in Specific Appropriation 13 from the Educational Enhancement Trust Fund and Specific Appropriation 122 from the General Revenue Fund, \$369,544,488 is provided for school district workforce education programs as defined in section 1004.02(26), Florida Statutes, and is allocated as follows:

Alachua.. . . .	197,339
Baker.. . . .	132,141
Bay.. . . .	3,151,116
Bradford.. . . .	984,411
Brevard.. . . .	3,420,675
Broward.. . . .	71,472,463
Calhoun.. . . .	86,959
Charlotte.. . . .	2,528,378
Citrus.. . . .	2,688,261
Clay.. . . .	847,812
Collier.. . . .	8,291,946
Columbia.. . . .	299,577
Miami-Dade.. . . .	79,272,335
DeSoto.. . . .	637,176
Dixie.. . . .	66,726
Escambia.. . . .	4,799,731
Flagler.. . . .	1,780,859
Franklin.. . . .	73,155
Gadsden.. . . .	559,873
Glades.. . . .	76,159
Gulf.. . . .	155,209
Hamilton.. . . .	70,581
Hardee.. . . .	236,515
Hendry.. . . .	224,482
Hernando.. . . .	726,245
Hillsborough.. . . .	27,966,241
Indian River.. . . .	1,059,190
Jackson.. . . .	299,502
Jefferson.. . . .	91,544
Lafayette.. . . .	70,298
Lake.. . . .	4,868,423
Lee.. . . .	9,704,616
Leon.. . . .	6,287,075
Liberty.. . . .	117,598
Madison.. . . .	70,155
Manatee.. . . .	9,346,968
Marion.. . . .	3,901,683
Martin.. . . .	1,281,811
Monroe.. . . .	807,080
Nassau.. . . .	604,669
Okaloosa.. . . .	2,205,403
Orange.. . . .	33,401,545
Osceola.. . . .	6,159,721
Palm Beach.. . . .	17,026,477
Pasco.. . . .	2,502,267
Pinellas.. . . .	25,808,527
Polk.. . . .	9,498,822
Saint Johns.. . . .	4,406,365
Santa Rosa.. . . .	1,731,091
Sarasota.. . . .	7,447,645

Sumter.	102,718
Suwannee.	884,995
Taylor.	1,061,876
Union.. . . .	97,301
Wakulla.. . . .	171,354
Walton.	682,225
Washington.	3,039,653
Washington Sp.. . . .	59,526
DOE Workforce Student Information System Pilot.	4,000,000

From the funds provided in Specific Appropriation 122, \$4,000,000 is provided to the Department of Education for development and implementation of a postsecondary Workforce Education Student Information System Pilot. The department shall determine districts to participate in the pilot based on the highest priority of need. The department is authorized to select a school district to serve as the coordinator of the pilot program for assistance in development and deployment of the student information system in districts chosen by the department to participate in the pilot program. The system shall include student registration and reporting and tracking of instructional hours, student achievement levels, and industry credentials. Additional features of the system shall provide an on-line student registration with debit/credit card payment capability; case-management of all students enrolling, including time on task and achievement benchmarks; case management for awarding and tracking student financial assistance; integrated electronic gradebook and student attendance components, including a student progression system to track student progress by course / program; an email system; capability to custom design multi-functional dashboards for use by administrators, teachers, and counselors; and standardized data reports that can be used to improve and enhance student achievement and school performance.

Tuition and fee rates are established for the 2014-2015 fiscal year as follows:

For programs leading to a career certificate or an applied technology diploma, the standard tuition shall be \$2.33 per contact hour for residents. For nonresidents, the out-of-state fee shall be \$6.99 per contact hour in addition to the standard tuition of \$2.33 per contact hour.

For adult general education programs, fees shall be assessed in accordance with section 1009.22, Florida Statutes.

Funds collected from standard tuition and out-of-state fees shall be used to support school district workforce education programs as defined in section 1004.02(26), Florida Statutes, and shall not be used to support K-12 programs or district K-12 administrative indirect costs.

The funds provided in Specific Appropriations 13, 120, and 122 shall not be used to support K-12 programs or district K-12 administrative indirect costs. The Auditor General shall verify compliance with this requirement during scheduled audits of these institutions.

Pursuant to the provisions of section 1009.26(1), Florida Statutes, school districts may grant fee waivers for programs funded through Workforce Development Education appropriations for up to 8 percent of the fee revenues that would otherwise be collected.

From the funds provided in Specific Appropriations 13 and 122, each school district shall report enrollment for adult general education programs identified in section 1004.02, Florida Statutes, in accordance with the Department of Education instructional hours reporting procedures. The Auditor General shall verify compliance with this requirement during scheduled operational audits of the school districts.

District superintendents shall certify that workforce education enrollment and performance data used for funding allocations to districts is accurate and complete in accordance with reporting timelines established by the Department of Education. Upon certification, the district data shall be considered final for purposes of use in state funding formulas. After the final certification, the Department of Education may request a supplemental file in the event that a district has reported a higher level of enrollment or performance than was actually achieved by the district.



124 AID TO LOCAL GOVERNMENTS
GRANTS AND AIDS - VOCATIONAL FORMULA FUNDS
FROM FEDERAL GRANTS TRUST FUND.. . . . 72,144,852



124A SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL AND INSTRUCTIONAL ENHANCEMENTS
FROM GENERAL REVENUE FUND. 1,393,000

The funds in Specific Appropriation 124A shall be allocated as follows:

South Apopka Adult Community Education Center.. . . 500,000
Adults with Disabilities Workforce
Education Pilot Program. 43,000
Lotus House Women's Shelter.. . . . 100,000
Bay Welding Program for Shipbuilding. 250,000
Smart Horizons Online Career Education. 500,000

The funds allocated in Specific Appropriation 124A for Smart Horizons Online Career Education are provided to prepare adults for transition into the workplace by establishing a pilot program through public library locations. A report shall be provided to the Department of Education by June 15, 2015, for the 2014-2015 fiscal year that shall include the following: (1) the number of adults served, (2) the number of courses completed, (3) the number of career certificate programs completed, (4) the number of diplomas granted, and (4) the number of libraries in each district served.

TOTAL: PROGRAM: WORKFORCE EDUCATION
FROM GENERAL REVENUE FUND.. . . . 293,507,906
FROM TRUST FUNDS. 113,697,324
TOTAL ALL FUNDS. 407,205,230

(UNRELATED LINE ITEMS DELETED)

STATE BOARD OF EDUCATION

Funds provided in Specific Appropriations 129 through 141 for the Working Capital Trust Fund shall be cost-recovered from funds used to pay data processing services provided in accordance with section 216.272, Florida Statutes.

From the funds provided in Specific Appropriations 129 through 141, the Commissioner of Education shall prepare and provide to the chair of the Senate Committee on Appropriations, the chair of the House of Representatives Appropriations Committee, and the Executive Office of the Governor on or before October 1, 2014, a report containing the following: the federal indirect cost rate(s) approved to be used for the 12 month period of the 2014-2015 fiscal year and the data on which the rate(s) was established; the estimated amount of funds the approved rate(s) will generate; the proposed expenditure plan for the amount generated; and the June 30, 2014, balance of all unexpended federal indirect cost funds.

From the funds provided in Specific Appropriations 139, 140, and 141, the Department of Education shall pay for data center services based on the actual direct and indirect costs to the Department of Education. These funds shall not be used to subsidize another entity's costs.

From the funds provided in Specific Appropriations 129 through 141, the Department of Education shall issue an Invitation to Negotiate (ITN) for defaulted guaranteed loan portfolio management services no later than 60 days after enactment of this act, and may select a private vendor to perform these services on the entirety of the defaulted guaranteed loan note portfolio. For the purpose of this section, Portfolio Management Services must include the following: oversight of multiple collection agencies chosen by the selected vendor; account segmentation and placement; defaulted funds management which includes daily funds transfers, exception processing, and account reconciliation; on-sight auditing by the selected vendor; and, performance evaluation systems. The selected vendor must: have a ten year performance track record exemplifying their ability to improve Florida's comparative debt recovery ranking against other state guarantors; and, demonstrate the capability of increasing default collections and revenues to the Student Loan Operating Trust Fund. Additionally, the selected vendor must guarantee that the services provided will not require any additional appropriations from general revenue, and that there will be no increased fees or costs to students. The department shall judge, score, and select a provider based upon their ability to provide the "best value" for the state through increased revenues rather than solely based on the fee of the service provided. Net revenues shall be defined as projected increased retention, based upon reasonable, proven, past performance, minus fees to vendor.



From the funds provided in Specific Appropriations 129 through 141, the Department of Education shall publish on the Florida Department of Education website by December 31, 2014, from each school district's Annual Financial Report, expenditures on a per FTE basis for the following fund types: General Fund, Special Revenue Fund, Debt Service Fund, Capital Project Fund and a Total. Fiduciary funds, enterprise funds, and internal service funds shall not be included. This funding information shall also be published in the same format on each school district's website by December 31, 2014.

From the funds provided in Specific Appropriations 115 through 116 and 129 through 149, \$390,000 is provided for the maintenance and support of the FCAT Explorer program by the current software provider until the new standards tutorial is implemented. No more than \$160,000 of this amount shall be used for data center services provided by the Northwest Regional Data Center or other providers for software license, internet connection, and other costs.

From the funds in Specific Appropriations 139 and 141, \$3,164,450 in recurring general revenue is provided to the Department of Education for the Statewide Longitudinal Data System project. The department shall submit quarterly project status reports to the Executive Office of the Governor's Office of Policy and Budget and the chairs of the Senate Committee on Appropriations and the House of Representatives Appropriations Committee that shall include a description of the progress made to date for each project milestone, planned and actual deliverable completion dates, planned and actual costs incurred, and any current issues and risks being managed.

APPROVED SALARY RATE: 50,752,893	
129 SALARIES AND BENEFITS	POSITIONS: 1,019.50
FROM GENERAL REVENUE FUND.	19,472,891
FROM ADMINISTRATIVE TRUST FUND.. . . .	7,313,100
FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND. . .	4,551,262
FROM DIVISION OF UNIVERSITIES FACILITY	
CONSTRUCTION ADMINISTRATIVE TRUST FUND.	3,030,550
FROM FEDERAL GRANTS TRUST FUND.. . . .	15,364,812
FROM INSTITUTIONAL ASSESSMENT TRUST FUND.. . . .	2,425,952
FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	7,911,092

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	FROM NURSING STUDENT LOAN FORGIVENESS TRUST FUND.. . . .	70,142
	FROM OPERATING TRUST FUND.. . . .	276,887
	FROM TEACHER CERTIFICATION EXAMINATION TRUST FUND.. . . .	328,602
	FROM WORKING CAPITAL TRUST FUND.. . . .	7,135,222
130	OTHER PERSONAL SERVICES	
	FROM GENERAL REVENUE FUND.. . . .	236,469
	FROM ADMINISTRATIVE TRUST FUND.. . . .	140,310
	FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND.. . . .	93,531
	FROM DIVISION OF UNIVERSITIES FACILITY	
	CONSTRUCTION ADMINISTRATIVE TRUST FUND.. . . .	41,570
	FROM FEDERAL GRANTS TRUST FUND.. . . .	529,247
	FROM INSTITUTIONAL ASSESSMENT TRUST FUND.. . . .	98,312
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	259,811
	FROM OPERATING TRUST FUND.. . . .	36,478
	FROM WORKING CAPITAL TRUST FUND.. . . .	57,658
131	EXPENSES	
	FROM GENERAL REVENUE FUND.. . . .	2,384,263
	FROM ADMINISTRATIVE TRUST FUND.. . . .	1,456,375
	FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND.. . . .	688,908
	FROM EDUCATIONAL MEDIA AND TECHNOLOGY TRUST FUND.. . . .	133,426
	FROM DIVISION OF UNIVERSITIES FACILITY	
	CONSTRUCTION ADMINISTRATIVE TRUST FUND.. . . .	868,681
	FROM FEDERAL GRANTS TRUST FUND.. . . .	2,188,663
	FROM GRANTS AND DONATIONS TRUST FUND.. . . .	50,000
	FROM INSTITUTIONAL ASSESSMENT TRUST FUND.. . . .	864,278
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	2,021,981
	FROM NURSING STUDENT LOAN FORGIVENESS TRUST FUND.. . . .	39,050
	FROM OPERATING TRUST FUND.. . . .	433,183
	FROM TEACHER CERTIFICATION EXAMINATION TRUST FUND.. . . .	57,000
	FROM WORKING CAPITAL TRUST FUND.. . . .	706,077
	From the funds provided in Specific Appropriation 131, \$42,813 from the General Revenue Fund is provided to the Department of Education to pay the state's dues to the Interstate Commission on Educational Opportunity for Military Children for the 2014-2015 fiscal year.	
132	OPERATING CAPITAL OUTLAY	
	FROM GENERAL REVENUE FUND.. . . .	45,970
	FROM ADMINISTRATIVE TRUST FUND.. . . .	144,428
	FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND.. . . .	31,440
	FROM DIVISION OF UNIVERSITIES FACILITY	
	CONSTRUCTION ADMINISTRATIVE TRUST FUND.. . . .	15,000
	FROM FEDERAL GRANTS TRUST FUND.. . . .	241,756
	FROM INSTITUTIONAL ASSESSMENT TRUST FUND.. . . .	16,375
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	518,200
	FROM NURSING STUDENT LOAN FORGIVENESS TRUST FUND.. . . .	6,000
	FROM OPERATING TRUST FUND.. . . .	5,000
	FROM TEACHER CERTIFICATION EXAMINATION TRUST FUND.. . . .	1,000
	FROM WORKING CAPITAL TRUST FUND.. . . .	47,921
133	SPECIAL CATEGORIES	
	ASSESSMENT AND EVALUATION	
	FROM GENERAL REVENUE FUND.. . . .	56,887,009
	FROM ADMINISTRATIVE TRUST FUND.. . . .	6,500,000
	FROM FEDERAL GRANTS TRUST FUND.. . . .	30,833,368
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	750,000
	FROM TEACHER CERTIFICATION EXAMINATION TRUST FUND.. . . .	10,544,268
134	SPECIAL CATEGORIES	
	TRANSFER TO DIVISION OF ADMINISTRATIVE HEARINGS	
	FROM GENERAL REVENUE FUND.. . . .	454,325
135	SPECIAL CATEGORIES	
	CONTRACTED SERVICES	
	FROM GENERAL REVENUE FUND.. . . .	1,301,378
	FROM ADMINISTRATIVE TRUST FUND.. . . .	323,750
	FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND.. . . .	4,338,543

FROM DIVISION OF UNIVERSITIES FACILITY	
CONSTRUCTION ADMINISTRATIVE TRUST FUND.	238,200
FROM FEDERAL GRANTS TRUST FUND.. . . .	1,699,970
FROM GRANTS AND DONATIONS TRUST FUND.. . . .	50,000
FROM INSTITUTIONAL ASSESSMENT TRUST FUND.. . . .	219,134
FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	9,955,478
FROM NURSING STUDENT LOAN FORGIVENESS TRUST FUND.. . . .	40,268
FROM OPERATING TRUST FUND.	64,193
FROM TEACHER CERTIFICATION EXAMINATION TRUST FUND.	3,000
FROM WORKING CAPITAL TRUST FUND.	665,449

From the funds provided in Specific Appropriation 135, \$735,000 from the General Revenue Fund is provided for the Department of Education to contract with a provider to coordinate a statewide literacy and parental involvement campaign from July 1, 2014 through June 30, 2015.

From the funds provided in Specific Appropriation 135, \$50,000 from the General Revenue Fund is provided for the Department of Education, in consultation with the Northwest Regional Data Center (NWRDC), to contract with an independent third party consulting firm with experience in assessing public sector disaster recovery plans, business continuity plans, and continuity of operations plans to complete a study of the department's current disaster recovery plan for their applications and systems supported by the NWRDC. At a minimum, the study must include (1) an analysis and prioritization of the department applications and systems supported by the NWRDC based on their criticality; for purposes of this analysis and prioritization, criticality is defined as those applications and systems that support business activities or processes that cannot be interrupted or unavailable without significantly jeopardizing the agency's constitutional or statutory responsibilities; (2) assessment of the department's current disaster recovery plan for promoting the continuity of the applications and systems supported by the NWRDC; (3) an analysis of any significant gaps between the department's disaster recovery plan and the criticality of the applications and systems; (4) recommendation of action to remediate any significant variances and gaps between the department's current disaster recovery plan and the identified criticality of the applications and systems; and (5) cost benefit analysis of potential alternative solutions to achieve the recommended remediation. The scope of the study shall not include acquisition, design, or implementation of the recommended remediation actions. The Department of Education shall submit the study to the Executive Office of the Governor, the President of the Senate, and the Speaker of the House of Representatives by November 1, 2014.

- 136 SPECIAL CATEGORIES
 - EDUCATIONAL FACILITIES RESEARCH AND DEVELOPMENT PROJECTS
 - FROM DIVISION OF UNIVERSITIES FACILITY
 - CONSTRUCTION ADMINISTRATIVE TRUST FUND. 200,000
- 137 SPECIAL CATEGORIES
 - RISK MANAGEMENT INSURANCE
 - FROM GENERAL REVENUE FUND. 123,910
 - FROM ADMINISTRATIVE TRUST FUND.. . . . 57,808
 - FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND. 38,099
 - FROM DIVISION OF UNIVERSITIES FACILITY
 - CONSTRUCTION ADMINISTRATIVE TRUST FUND. 15,768
 - FROM FEDERAL GRANTS TRUST FUND.. . . . 106,003
 - FROM INSTITUTIONAL ASSESSMENT TRUST FUND 7,756
 - FROM STUDENT LOAN OPERATING TRUST FUND.. . . . 92,802
 - FROM OPERATING TRUST FUND. 4,006
 - FROM WORKING CAPITAL TRUST FUND. 34,416
- 138 SPECIAL CATEGORIES
 - TRANSFER TO DEPARTMENT OF MANAGEMENT SERVICES - HUMAN RESOURCES SERVICES PURCHASED PER STATEWIDE CONTRACT

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	FROM GENERAL REVENUE FUND.	133,049
	FROM ADMINISTRATIVE TRUST FUND.. . . .	23,709
	FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND.	19,691
	FROM DIVISION OF UNIVERSITIES FACILITY	
	CONSTRUCTION ADMINISTRATIVE TRUST FUND.	12,969
	FROM FEDERAL GRANTS TRUST FUND.. . . .	81,602
	FROM INSTITUTIONAL ASSESSMENT TRUST FUND.. . . .	6,043
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	48,910
	FROM NURSING STUDENT LOAN FORGIVENESS TRUST FUND.. . . .	338
	FROM OPERATING TRUST FUND.	3,199
	FROM WORKING CAPITAL TRUST FUND.	29,393
139	DATA PROCESSING SERVICES	
	EDUCATION TECHNOLOGY AND INFORMATION SERVICES	
	FROM GENERAL REVENUE FUND.	6,188,335
	FROM ADMINISTRATIVE TRUST FUND.. . . .	1,641,427
	FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND.	911,427
	FROM DIVISION OF UNIVERSITIES FACILITY	
	CONSTRUCTION ADMINISTRATIVE TRUST FUND.	522,830
	FROM FEDERAL GRANTS TRUST FUND.. . . .	2,962,342
	FROM INSTITUTIONAL ASSESSMENT TRUST FUND.. . . .	208,859
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	3,578,373
	FROM NURSING STUDENT LOAN FORGIVENESS TRUST FUND.. . . .	920
	FROM OPERATING TRUST FUND.	164,707
	FROM TEACHER CERTIFICATION EXAMINATION TRUST FUND.	15,403
	FROM WORKING CAPITAL TRUST FUND.	774,715
140	DATA PROCESSING SERVICES	
	SOUTHWOOD SHARED RESOURCE CENTER	
	FROM GENERAL REVENUE FUND.	126,378
	FROM ADMINISTRATIVE TRUST FUND.. . . .	4,714
	FROM DIVISION OF UNIVERSITIES FACILITY	
	CONSTRUCTION ADMINISTRATIVE TRUST FUND.	13,340
	FROM FEDERAL GRANTS TRUST FUND.. . . .	26,794
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	116,794
	FROM WORKING CAPITAL TRUST FUND.	1,050
141	DATA PROCESSING SERVICES	
	NORTHWEST REGIONAL DATA CENTER (NWRDC)	
	FROM GENERAL REVENUE FUND.	1,536,008
	FROM ADMINISTRATIVE TRUST FUND.. . . .	10,286
	FROM EDUCATIONAL CERTIFICATION AND SERVICE TRUST FUND.	541
	FROM DIVISION OF UNIVERSITIES FACILITY	
	CONSTRUCTION ADMINISTRATIVE TRUST FUND.	2,083
	FROM FEDERAL GRANTS TRUST FUND.. . . .	28,223
	FROM STUDENT LOAN OPERATING TRUST FUND.. . . .	705,650
	FROM WORKING CAPITAL TRUST FUND.	3,417,253

The funds provided in Specific Appropriation 141 shall not be utilized for any costs related to the potential expansion of floor space operated and managed by the Northwest Regional Data Center.

TOTAL:	STATE BOARD OF EDUCATION	
	FROM GENERAL REVENUE FUND.. . . .	88,889,985
	FROM TRUST FUNDS.	142,315,144
	TOTAL POSITIONS: 1,019.50	
	TOTAL ALL FUNDS.	231,205,129

(UNRELATED LINE ITEMS DELETED)

SECTION 3 - HUMAN SERVICES



463	AID TO LOCAL GOVERNMENTS	
	SCHOOL HEALTH SERVICES	
	FROM GENERAL REVENUE FUND.	10,909,412
	FROM FEDERAL GRANTS TRUST FUND.. . . .	6,125,846

From the funds in Specific Appropriations 463 and 477, \$5,000,000 from the Federal Grants Trust Fund is provided for school health services using Title XXI administrative funding.



477 SPECIAL CATEGORIES
 FULL SERVICE SCHOOLS - INTERAGENCY COOPERATION
 FROM GENERAL REVENUE FUND. 6,000,000
 FROM FEDERAL GRANTS TRUST FUND.. . . . 2,500,000

(UNRELATED LINE ITEMS DELETED)

TOTAL: EDUCATION, DEPARTMENT OF (SECTIONS 1 AND 2)

EDUCATION/EARLY LEARNING
 FROM GENERAL REVENUE FUND.. . . . 555,617,009
 FROM TRUST FUNDS. 466,118,689

EDUCATION/PUBLIC SCHOOLS
 FROM GENERAL REVENUE FUND.. . . . 10,383,738,705
 FROM TRUST FUNDS. 2,596,772,031

EDUCATION/COMM COLLEGES
 FROM GENERAL REVENUE FUND.. . . . 892,141,038
 FROM TRUST FUNDS. 254,972,113

EDUCATION/UNIVERSITIES
 FROM GENERAL REVENUE FUND.. . . . 2,203,726,554
 FROM TRUST FUNDS. 2,151,086,477

EDUCATION/OTHER
 FROM GENERAL REVENUE FUND.. . . . 441,787,711
 FROM TRUST FUNDS. 2,654,868,726

EDUCATION RECAP
 FROM GENERAL REVENUE FUND.. . . . 14,477,011,017
 FROM TRUST FUNDS. 8,123,818,036
 TOTAL POSITIONS: 2,413.25
 TOTAL APPROVED SALARY RATE: 107,820,260
 TOTAL ALL FUNDS. 22,600,829,053

TOTAL THIS GENERAL APPROPRIATION ACT
 FROM GENERAL REVENUE FUND. 27,906,288,393
 FROM TRUST FUNDS.. . . . 49,174,793,731
 TOTAL POSITIONS: 114,444.57
 TOTAL APPROVED SALARY RATE: 4,969,122,916
 TOTAL ALL FUNDS.. . . . 77,081,082,124

IMPLEMENTING
GENERAL APPROPRIATIONS ACT
(Selected Sections)

CONFERENCE REPORT ON HB 5003 - IMPLEMENTING GENERAL APPROPRIATIONS ACT

Be it enacted by the Legislature of the State of Florida:

Section 1. It is the intent of the Legislature that the implementing and administering provisions of this act apply to the General Appropriations Act for the 2014-2015 fiscal year.

Section 2. In order to implement Specific Appropriations 9, 10, 11, 96, and 97 of the 2014-2015 General Appropriations Act, the calculations of the Florida Education Finance Program for the 2014-2015 fiscal year in the document titled "Public School Funding-The Florida Education Finance Program," dated April 29, 2014, and filed with the Clerk of the House of Representatives, are incorporated by reference for the purpose of displaying the calculations used by the Legislature, consistent with the requirements of state law, in making appropriations for the Florida Education Finance Program. This section expires July 1, 2015.

Section 3. In order to implement Specific Appropriations 9 and 96 of the 2014-2015 General Appropriations Act and notwithstanding the provisions of ss. 1006.28-1006.42, 1002.20, 1003.02, 1011.62(6)(b)5., and 1011.67, Florida Statutes, relating to the expenditure of funds provided for instructional materials, for the 2014-2015 fiscal year, funds provided for instructional materials shall be released and expended as required in the proviso language for Specific Appropriation 96 of the 2014-2015 General Appropriations Act. This section expires July 1, 2015.

Section 4. In order to implement Specific Appropriation 25 of the 2014-2015 General Appropriations Act, paragraph (a) of subsection (1) of section 1013.64, Florida Statutes, is amended to read:

1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.— Allocations from the Public Education Capital Outlay and Debt Service Trust Fund to the various boards for capital outlay projects shall be determined as follows:

(1)(a)1. Funds for remodeling, renovation, maintenance, repairs, and site improvement for existing satisfactory facilities shall be given priority consideration by the Legislature for appropriations allocated to the boards from the total amount of the Public Education Capital Outlay and Debt Service Trust Fund appropriated. These funds shall be calculated pursuant to the following basic formula: the building value times the building age over the sum of the years' digits assuming a 50-year building life. For modular noncombustible facilities, a 35-year life shall be used, and for relocatable facilities, a 20-year life shall be used. "Building value" is calculated by multiplying each building's total assignable square feet times the appropriate net-to-gross conversion rate found in state board rules and that product times the current average new construction cost. "Building age" is calculated by multiplying the prior year's building age times 1 minus the prior year's sum received from this subsection divided by the prior year's building value. To the net result shall be added the number 1. Each board shall receive the percentage generated by the preceding formula of the total amount appropriated for the purposes of this section.

2. Notwithstanding subparagraph 1., and for the 2014-2015 fiscal year only, funds appropriated for remodeling, renovation, maintenance, repairs, and site improvement for existing satisfactory facilities shall be allocated by prorating the total appropriation based on each school district's share of the 2013-2014 reported fixed capital outlay full-time equivalent student. This subparagraph expired July 1, 2015.

Section 5. In order to implement Specific Appropriations 9 and 96 of the 2014-2015 General Appropriations Act, paragraph (e) of subsection (4) of section 1011.62, Florida Statutes, is amended to read:

CONFERENCE REPORT ON HB 5003 - IMPLEMENTING GENERAL APPROPRIATIONS ACT

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The Legislature shall prescribe the aggregate required local effort for all school districts collectively as an item in the General Appropriations Act for each fiscal year. The amount that each district shall provide annually toward the cost of the Florida Education Finance Program for kindergarten through grade 12 programs shall be calculated as follows:

(e) Prior period funding adjustment millage.—

1. There shall be an additional millage to be known as the Prior Period Funding Adjustment Millage levied by a school district if the prior period unrealized required local effort funds are greater than zero. The Commissioner of Education shall calculate the amount of the prior period unrealized required local effort funds as specified in subparagraph 2. and the millage required to generate that amount as specified in this subparagraph. The Prior Period Funding Adjustment Millage shall be the quotient of the prior period unrealized required local effort funds divided by the current year taxable value certified to the Commissioner of Education pursuant to sub-subparagraph (a)1.a. This levy shall be in addition to the required local effort millage certified pursuant to this subsection. Such millage shall not affect the calculation of the current year's required local effort, and the funds generated by such levy shall not be included in the district's Florida Education Finance Program allocation for that fiscal year. For purposes of the millage to be included on the Notice of Proposed Taxes, the Commissioner of Education shall adjust the required local effort millage computed pursuant to paragraph (a) as adjusted by paragraph (b) for the current year for any district that levies a Prior Period Funding Adjustment Millage to include all Prior Period Funding Adjustment Millage. For the purpose of this paragraph, there shall be a Prior Period Funding Adjustment Millage levied for each year certified by the Department of Revenue pursuant to sub-subparagraph (a)2.a. since the previous year certification and for which the calculation in sub-subparagraph 2.b. is greater than zero.

2.a. As used in this subparagraph, the term:

(I) "Prior year" means a year certified under sub-subparagraph (a)2.a.

(II) "Preliminary taxable value" means:

(A) If the prior year is the 2009-2010 fiscal year or later, the taxable value certified to the Commissioner of Education pursuant to sub-subparagraph (a)1.a.

(B) If the prior year is the 2008-2009 fiscal year or earlier, the taxable value certified pursuant to the final calculation as specified in former paragraph (b) as that paragraph existed in the prior year.

(III) "Final taxable value" means the district's taxable value as certified by the property appraiser pursuant to s. 193.122(2) or (3), if applicable. This is the certification that reflects all final administrative actions of the value adjustment board.

b. For purposes of this subsection and with respect to each year certified pursuant to sub-subparagraph (a)2.a., if the district's prior year preliminary taxable value is greater than the district's prior year final taxable value, the prior period unrealized required local effort funds are the difference between the district's prior year preliminary

CONFERENCE REPORT ON HB 5003 - IMPLEMENTING GENERAL APPROPRIATIONS ACT

taxable value and the district's prior year final taxable value, multiplied by the prior year district required local effort millage. If the district's prior year preliminary taxable value is less than the district's prior year final taxable value, the prior period unrealized required local effort funds are zero.

c. For the 2014-2015 fiscal year only, if a district's prior period unrealized required local effort funds and prior period district required local effort millage cannot be determined because such district's final taxable value has not yet been certified pursuant to s. 193.122(2) or (3), for the 2014 tax levy, the Prior Period Funding Adjustment Millage for such fiscal year shall be levied in 2014 in an amount equal to 75 percent of such district's most recent unrealized required local effort for which a Prior Period Funding Adjustment Millage was determined as provided in this section. Upon certification of the final taxable value for the 2013 tax roll in accordance with s. 193.122(2) or (3), the Prior Period Funding Adjustment Millage levied in 2015 shall be adjusted to include any shortfall or surplus in the prior period unrealized required local effort funds that would have been levied in 2014, had the district's final taxable value been certified pursuant to s. 193.122(2) or (3) for the 2014 tax levy. This provision shall be implemented by a district only if the millage calculated pursuant to this paragraph when added to the millage levied by the district for all purposes for the 2014-2015 fiscal year is less than or equal to the total millage levied for the 2013-2014 fiscal year. This sub-subparagraph expires July 1, 2015.

Section 6. In order to implement Specific Appropriation 28A of the 2014-2015 General Appropriations Act and notwithstanding s. 1013.64(2), Florida Statutes, any district school board that generates less than \$1 million in revenue from a 1-mill levy of ad valorem tax shall contribute 0.75 mills for fiscal year 2014-2015 toward the cost of funded special facilities construction projects. This section expires July 1, 2015.

(UNRELATED SECTIONS DELETED)

Section 65. Any section of this act which implements a specific appropriation or specifically identified proviso language in the 2014-2015 General Appropriations Act is void if the specific appropriation or specifically identified proviso language is vetoed. Any section of this act which implements more than one specific appropriation or more than one portion of specifically identified proviso language in the 2014-2015 General Appropriations Act is void if all the specific appropriations or portions of specifically identified proviso language are vetoed.

Section 66. If any other act passed during the 2014 Regular Session contains a provision that is substantively the same as a provision in this act, but that removes or is otherwise not subject to the future repeal applied to such provision by this act, the Legislature intends that the provision in the other act takes precedence and continues to operate, notwithstanding the future repeal provided by this act.

Section 67. If any provision of this act or its application to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are severable.

Section 68. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2014; or, if this act fails to become a law until after that date, it shall take effect upon becoming a law and operate retroactively to July 1, 2014.

DISTRICT-BY-DISTRICT
FUNDING SUMMARY

Florida Education Finance Program
2014-2015 FEFP - Conference Calculation

2014 LEGISLATIVE SESSION SUMMARY

Part II: Education Legislation

2014 LEGISLATIVE SESSION SUMMARY

Part II: Education Legislation

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HB 9 – Legislative Session Dates by Nuñez

AMENDS: An unnumbered section of Florida Statutes

EFFECTIVE: Upon becoming a law

Article III, Section 3 of the Florida Constitution provides that, in odd-numbered years, the regular session of the Legislature must begin on the first Tuesday after the first Monday in March. However, the constitution permits the Legislature to fix by law the date for convening the regular legislative session for each even-numbered year. This bill fixes the date for convening the 2016 Regular Session of the Legislature as January 12, 2016.

HB 23 – Canned or Perishable Food Distributed Free of Charge by Rogers

AMENDS: Section 768.136, F.S.

EFFECTIVE: July 1, 2014

Federal law authorizes schools and school districts that participate in the federal school lunch program to donate any food not consumed to eligible local food banks or charitable organizations. Currently, s. 768.136, F.S., provides that, when food is donated to a charitable or nonprofit organization, the donor is not subject to criminal penalties or civil damages arising from the condition of the food unless an injury is caused by the gross negligence, recklessness, or intentional misconduct of the donor. However, the current statutory definition of “donor” does not specifically include public schools. This bill amends s. 768.136, F.S., to include “public schools” within the statutory definition of “donor” to ensure that the protection from criminal and civil liability applies to public schools.

SB 188 – Education Data Privacy by Hukill

AMENDS: Sections 1002.22, 1008.386, and 1011.622, F.S.

CREATES: Section 1002.222, F.S.

EFFECTIVE: Upon becoming a law

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The privacy of student education records is established under the federal Family Educational Rights and Privacy Act (FERPA) and is addressed in several sections of Florida Statutes. The bill amends s. 1002.22, F.S. to specify that students and their parents must receive annual notice of their rights with respect to education records and to clarify that, if any official or employee of an institution refuses to comply with statutory privacy provisions, an aggrieved parent or student who receives injunctive relief may be awarded attorney fees and court costs.

The bill creates s. 1002.222, F.S. to provide that an agency or institution may not collect, obtain, or retain information on the political affiliation, voting history, religious affiliation, or biometric information of a student or a parent or sibling of the student. As used in this context, “biometric information” means information collected from the electronic measurement or evaluation of any physical or behavioral characteristics that are attributable to a single person. Examples of biometric information include, but are not limited to, a fingerprint or hand scan, a retina or iris scan, a voice print, or a facial geometry scan. However, the bill provides a limited exemption to this prohibition to allow a school district that used a palm scanner system for identifying students for breakfast and lunch programs on March 1, 2014, to continue to use the palm scanner system through the 2014-2015 school year.

This newly created section also provides that an agency or institution may not provide education records made confidential and exempt by s. 1002.221, F.S. or federal law to:

- Individuals, children, firms, associations, joint adventures, partnerships, estates, trusts, business trusts, syndicates, fiduciaries, corporations, and all other groups or combinations except when authorized by s. 1002.221, F.S. or in response to a lawfully issued subpoena or court order;
- A public body, body politic, or political subdivision except when authorized by s. 1002.221, F.S. or in response to a lawfully issued subpoena or court order; or
- An agency of the Federal Government except when authorized by s. 1002.221, F.S., required by federal law, or in response to a lawfully issued subpoena or court order.

The bill creates new requirements with regard to the designation of directory information. Federal law defines “directory information” as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Examples of directory information are the student’s name, address, telephone listing, date and place of birth, weight and height of members of athletic teams, e-mail address, and photograph. The bill provides that the governing board of an agency or institution may only designate information as directory information at a regularly scheduled meeting of the governing board and the governing board of an agency or institution must consider whether designation of such information would put students at risk of becoming targets of marketing campaigns, the media, or criminal acts. The bill also authorizes an agency or institution to charge fees for copies of designated directory information as provided under public records laws.

The bill amends s. 1008.386, F.S. regarding the use of student social security numbers by deleting the requirement that school districts use student social security numbers as student identification numbers. DOE is directed to establish a process for assigning a non-social security number as a student identification number. Once DOE completes the process, a school district may not use social security numbers as student identification numbers in its management information systems.

SB 260 – Unaccompanied Homeless Youth by Latvala

AMENDS: Section 743.067, F.S.

EFFECTIVE: July 1, 2014

The bill defines “unaccompanied homeless youth” as an individual who is 16 years of age or older and is identified by school district personnel as eligible, or who is believed by other entities to be eligible, for services pursuant to the federal McKinney-Vento Homeless Assistance Act. The bill allows such an unaccompanied homeless youth to consent to medical treatment for himself or herself and for his or her child under specified circumstances. Such treatment includes medical, dental, psychological, substance abuse, and surgical diagnosis and treatment. The bill enables homeless youth to consent to treatment without the necessity of obtaining a court order.

SB 286 – Concrete Masonry Education by Richter

CREATES: An unnumbered section of Florida Statutes

EFFECTIVE: July 1, 2014

This is one of several bills passed during the session that is intended to support career education and encourage job creation. The bill creates the Florida Concrete Masonry Council, Inc., as a non-profit corporation operating under a written contract as a direct-support organization of the Florida Department of Economic Opportunity. The council is governed by a 13 member board appointed by the Governor. Administrative powers and duties of the council include the power to plan, implement, and conduct educational programs related to the field of concrete masonry, particularly for individuals seeking employment. The council is required to submit a report to the Governor and legislative leaders each year on revenues, participation, use of funds, number of persons trained and other information.

HB 313 – Single Gender Public School Programs by M. Diaz

AMENDS: Section 1002.311, F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

Currently, there are 54 single-gender schools in 33 school districts. In addition to federal requirements, current state law provides that a school board that establishes a single-gender class, extracurricular activity, or school may not require participation by any student and must evaluate each single-gender class, extracurricular activity, or school in the school district at least once every 2 years in order to ensure that it is in compliance with state and federal law. The bill adds to these requirements with respect to the establishment of a single-gender elementary, middle, or high school. Such schools must:

- Separate into grade-level boys-only classes and girls-only classes during instruction in core courses.
- Open enrollment to all students within the school district.
- Require the school's administrative and instructional personnel to participate in professional development that includes scheduling and instructional strategies.
- Provide to DOE a comparison of the academic performance of students in the gender-specific elementary, middle, or high school with the academic performance of students in other public elementary, middle, or high schools in the school district.

HB 337 – Teachers Classroom Supply Assistance Program by Fresen

AMENDS: Section 1012.71, F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill provides a time-line for the calculation and distribution of funds for the Florida Teachers Classroom Supply Assistance Program. The bill provides that, from the funds allocated to each school district and any funds received from local contributions for the Program, the district school board must calculate an identical proportionate share amount for each classroom teacher who is estimated to be employed by the school district or a district charter school on September 1 of each year. For a classroom teacher determined eligible on July 1, the district school board and each charter school board may provide the teacher with his or her total proportionate share by August 1. For a classroom teacher determined eligible after July 1, the district school board and each charter school board must provide the teacher with his or her total proportionate share by September 30.

SB 358 – Athletic Coaches for Youth Athletic Teams by Ring

AMENDS: Section 943.0438, F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill revises the background screening requirements for athletic coaches. The bill revises the definition of "athletic coach" to include coaches, assistant coaches, and referees. Independent sanctioning authorities that organize, operate, or coordinate youth athletic teams are required to annually conduct Level 1 background screening of each current and prospective athletic coach. The authority may not delegate this responsibility to an individual team and may not authorize any person to act as an athletic coach unless the background screening is conducted and does not result in disqualification. The bill permits sanctioning authorities to allow a disqualified person to act as an athletic coach if they committed a felony more than three years prior to the screening, committed a misdemeanor, committed a felony that has since been reclassified as a misdemeanor, or were adjudicated delinquent. The sanctioning authority is required to maintain the results of screenings and notices of disqualification for at least five years.

HB 433 – Educator Certification by Spano

AMENDS: Sections 1004.04, 1012.2315, 1012.56, 1012.585, 1012.98, F.S.

REPEALS: Section 1012.56(17), F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill amends s. 1004.04, F.S., to add requirements for instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least 3 years of teaching experience in PreK - grade 12. Similarly, the bill provides that instructional personnel who supervise or direct teacher preparation students during field experience courses or

internships, in which a candidate demonstrates his or her impact on student learning growth, on a United States military base in another country through a Florida online or distance program must have received "clinical educator" training or its equivalent, hold a valid professional certificate issued by the U.S. Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in PreK - grade 12.

The bill amends s. 1012.2315, F.S. to add to current provisions limiting the assignment of certain teachers to low performing schools. The bill provides that, beginning July 1, 2014, as school district may assign an individual newly hired as instructional personnel to a school that has earned a grade of "F" in the previous year or any combination of three consecutive grades of "D" or "F" in the previous 3 years if the individual:

- Has received an effective rating or highly effective rating in the immediate prior year's performance evaluation;
- Has successfully completed or is enrolled in a teacher preparation program, is provided with high quality mentoring during the first 2 years of employment, holds a certificate, and holds a probationary contract; or
- Holds a probationary contract, holds a certificate, has had successful teaching experience, and if, in the judgment of the school principal, students would benefit from the placement of that individual.

As used in this context, the bill defines "mentoring" to include the use of student achievement data combined with at least monthly observations to improve the educator's effectiveness in improving student outcomes. Mentoring may be provided by a school district or certain teacher preparation programs. The State Board of Education (SBE) is directed to adopt rules to implement these provisions.

The bill amends s. 1012.56, F.S., relating certification requirements. With regard to acceptable means of demonstrating mastery of general knowledge, the bill deletes references to "basic skills" and passage of the College Level Academic Skills Test, and adds to and revises the means to demonstrate mastery to be:

- Achievement of passing scores on the general knowledge examination required by state board rule;
- Documentation of a valid professional standard teaching certificate issued by another state;
- Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the SBE;
- Documentation of two semesters of successful, full- time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by DOE as having a quality program; or
- Effective July 1, 2015, achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the relevant portions of the Graduate Record Examination. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations.

The bill amends provisions relating to mastery of subject area knowledge to provide that acceptable means of demonstrating mastery of subject area knowledge are:

- For a subject requiring only a baccalaureate degree for which a Florida subject area examination has been developed, achievement of a passing score scores on the Florida-developed subject area examination specified in state board rule;
- For a subject for which a Florida subject area examination has not been developed, achievement of a passing score on a standardized examination specified in state board rule, including, but not limited to, passing scores on both the oral proficiency and written proficiency examinations administered by the American Council on the Teaching of Foreign Languages;
- For a subject for which a Florida subject area examination has not been developed or a standardized examination has not been specified in state board rule, completion of the subject area

specialization requirements specified in state board rule and verification of the attainment of the essential subject matter competencies by the district school superintendent of the employing school district or chief administrative officer of the employing state-supported or private school;

- For a subject requiring a master's or higher degree, completion of the subject area specialization requirements specified in state board rule and achievement of a passing score on the Florida-developed subject area examination or a standardized examination specified in state board rule;
- Documentation of a valid professional standard teaching certificate issued by another state; or
- Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the SBE.

The bill also clarifies provisions relating to acceptable means of demonstrating mastery of professional preparation and education competence. The SBE is directed to adopt rules to implement these provisions relating to certification requirements by December 31, 2014.

The bill amends s. 1012.585, F.S., relating to the process for renewal of professional certificates. The bill provides that, in lieu of college course credit or inservice points, an applicant may renew a subject area specialization by passage of a state board approved Florida-developed subject area examination or, if a Florida subject area examination has not been developed, a standardized examination specified in state board rule. In addition, the SBE is directed to adopt rules for the expanded use of training for renewal of the professional certificate for educators who are required to complete training in teaching students with disabilities.

The bill amends s. 1012.98, F.S., relating to professional development to authorize a consortium of charter schools that meets specified requirements to develop a professional development system that includes a master plan for inservice activities. The plan must be submitted to the commissioner for approval pursuant to state board rules.

HB 485 – Sexual Offences Against Students by Authority Figures by Raburn

AMENDS: Section 921.0022, F.S.

CREATES: Section 775.0862, F.S.

EFFECTIVE: October 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill creates s. 775.0862, F.S. to reclassify certain sexual offenses against students by authority figures. As used in this context, the term:

- "Authority figure" means a person 18 years of age or older who is employed by, volunteering at, or under contract with a school.
- "School" has the same meaning as provided in s. 1003.01, F.S., and includes a private school, a VPK education program, early learning programs, a public school, the Florida School for the Deaf and the Blind, the Florida Virtual School, and a K-8 Virtual School. The term does not include facilities dedicated exclusively to the education of adults.
- "Student" means a person younger than 18 years of age who is enrolled at a school.

The bill provides that a felony offense listed in s. 943.0435(1)(a)1.a, F.S., (qualifying offenses for the purpose of sexual offender registration) must be reclassified if the offense is committed by an authority figure of a school against a student of the school. These offences would be reclassified as follows:

- In the case of a third degree felony, the offense is reclassified to a second degree felony.
- In the case of a second degree felony, the offense is reclassified to a first degree felony.
- In the case of a first degree felony, the offense is reclassified to a life felony.

In addition, for purposes of sentencing and determining incentive gain-time eligibility, a felony offense that is reclassified as described above must be ranked one level above the current ranking under the Criminal Punishment Code.

HB 487 – Agricultural Industry Certifications by Raburn

AMENDS: Sections 570.07, 1003.492, 1003.4935, F.S.

EFFECTIVE: July 1, 2014

The bill amends s. 570.07, F.S., relating to the Department of Agriculture and Consumer Services (DACS). The bill requires DACS, in cooperation with the University of Florida and the Florida Agricultural and Mechanical University, to annually provide to the SBE and DOE information and industry certifications for farm occupations to be considered for placement on the Industry Certification Funding List and Postsecondary Industry Certification Funding List. Information and industry certifications must be based upon the best available data.

The bill amends s. 1003.492, F.S., relating to industry-certified career education programs. The bill provides that industry certification is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- Within an industry that addresses a critical local or statewide economic need;
- Linked to an occupation that is included in the workforce system's targeted occupation list; or
- Linked to an occupation that is identified as emerging.

The SBE must use the expertise of Workforce Florida, Inc. and DACS to adopt rules for implementing the industry certification process. For farm occupations, industry certification must demonstrate student skill proficiency and be based upon the best available data to address critical local or statewide economic needs. The list of approved industry certifications must be published and updated annually by a date certain.

HB 561 – Attorneys for Dependent Children with Special Needs by Fresen

CREATES: Section 39.01305, F.S.

EFFECTIVE: July 1, 2014

The bill creates s. 39.01305, F.S., set forth legislative findings and to require the court to appoint an attorney for dependent children who meet specific conditions. Such children reside in or are being considered for placement in a nursing facility, are prescribed but refuse a psychotropic medication, have a diagnosis of a developmental disability, are placed or considered for placement in a residential treatment center, or are victims of human trafficking. The bill requires the court to request a recommendation from the Statewide Guardian Ad Litem Office before appointing a pro bono attorney to represent a child. If the Statewide Guardian Ad Litem Office cannot recommend a pro bono attorney, the court may appoint an attorney to be compensated by the Justice Administrative Commission (the 2014-2015 General Appropriations Act provides \$4.2 million to the Justice Administration Commission for this purpose).

The bill provides that the attorney representing the dependent child must provide the complete range of legal services and authorizes the attorney, with court permission, to arrange for separate counsel for appeals. The bill requires that, except for attorneys working without compensation, attorneys representing dependent children with disabilities be compensated and provided funding for expert witnesses, depositions, and other costs of litigation. The bill specifies that payment of attorneys under this bill is subject to appropriations and caps fees at \$1,000 per child per year.

The bill also directs the Department of Children and Families to develop procedures to identify a dependent child who has a special need and will need a court to appoint an attorney and preserves the power of the court to appoint an attorney for any dependent child under ch. 39, F.S.

SB 648 – K-12 Education Records / OSGR by Montford

AMENDS: Section 1002.221, F.S.

EFFECTIVE: October 1, 2014

The Open Government Sunset Review Act (OGSRA) provides a review process for public records exemptions. The OGSRA requires that a new exemption or substantial amendment of an existing exemption be set to repeal on October 2nd of the fifth year after enactment, unless reenacted by the Legislature. The public records exemption for K-12 education records is scheduled to repeal on October 2, 2014. This bill amends s. 1002.221, F.S. to re-enact the current public records exemption for education records of K-12 students held by an educational agency or institution by removing the repeal date and making conforming changes. *[NOTE: Two other bills were passed that review and reenact education related public records exemptions in a similar manner: [SB 646](#) continues the current public records exemption for a student's education records and an applicant's records at a public postsecondary educational institution and [SB 656](#) continues the current public records exemption for the identity of a school or public postsecondary educational institution, personally identifiable information of personnel, and specific allegations related to alleged testing impropriety from public records requirements until the conclusion or inactivity of an investigation.]*

SB 674 – Background Screening by Bean

AMENDS: Sections 322.142, 408.806, 408.809, 413.208, 435.04, 435.05, 435.07, 435.12, F.S.

REPEALS: Section 7 of chapter 2012-73, L.O.F.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

This bill primarily addresses background screening requirements within the health care arena, but includes some provisions that overlap the education arena.

The bill amends s. 435.04, F.S. relating to Level 2 screening standards that are applicable to persons required to undergo background screening unless otherwise provided by law as follows:

- Requires vendors who submit fingerprints on behalf of employers to have the ability to communicate electronically with the state agency accepting screening results from the Department of Law Enforcement and provide the applicant's full first name, middle initial, and last name, social security number or individual taxpayer identification number, date of birth, mailing address, sex, and race. The current requirement to submit a photo of the applicant is deleted (this requirement is relocated in s. 435.12, F.S., relating to the Care Provider Background Screening Clearinghouse).
- Adds to the list of disqualifying offenses by including s. 777.04, F.S., relating to attempts, solicitation, and conspiracy to commit an offense listed in this subsection.

The bill amends s. 413.208, F.S., relating to vocational rehabilitation service providers to provide that the background screening requirements of this section of law apply only to registrations entered into or renewed with the division after the Care Provider Background Screening Clearinghouse becomes operational and retains the background screening results in the Clearinghouse under s. 435.12, F.S.

HB 781 – Legal Notices by Powell

AMENDS: Sections 50.0211, 50.061, F.S.

EFFECTIVE: October 1, 2014

The bill amends s. 50.0211, F.S., to provide that each legal notice must be posted on the newspaper's website on the same day that the printed notice appears in the newspaper, at no additional charge, in a separate web page titled "Legal Notices," "Legal Advertising," or comparable identifying language. A fee may not be charged, and registration may not be required, for viewing or searching legal notices on a newspaper's website if the legal notice is published in a newspaper. In addition, current law provides that legal notices posted on a newspaper's website must also be posted on a statewide website maintained by the Florida Press Association. The bill provides that the statewide website must make legal notices searchable by case name and number and each legal notice must be on-line for 90

days. Legal notices posted on the statewide website after October 1, 2014, must be searchable, free to the public, and on-line for 18 months. The bill also deletes a provision stipulating that an error in the notice placed on the newspaper or statewide website is considered a harmless error and proper legal notice requirements is considered met if the notice published in the newspaper is correct.

HB 785 – Workers’ Compensation by Albritton

AMENDS: Sections 440.13, 627.072, 627.281, F.S.

EFFECTIVE: July 1, 2014

The bill revises s. 627.072, F.S., relating to the regulation of workers’ compensation retrospective rating plans by the Office of Insurance Regulation (OIR). Under current law, under such a plan, the final workers’ compensation insurance premium paid by the employer is based on the actual loss experience of the employer during the policy, plus negotiated expenses and charges. The bill authorizes retrospective rating plans to contain a provision that allows the employer and insurer to negotiate the premium when the employer has multistate exposure, an estimated annual standard premium in Florida of \$100,000 or more, and an annual estimated countrywide standard premium of \$750,000 or more. Only insurers with \$500 million or more in surplus would be eligible to engage in the negotiation of premiums with eligible employers.

The bill also amends s. 440.13, F.S., to provide that reimbursement for oral vitamins, nutrient preparations, or dietary supplements is prohibited. In addition, reimbursement will not be made for medical foods unless the self-insured employer or the carrier in its sole discretion authorizes the provision of such food. Such authorization may be limited by frequency, type, dosage, and reimbursement of such food as part of a proposed written course of medical treatment.

SB 846 – Governmental Ethics by Latvala

AMENDS: Sections 28.35, 112.3142, 112.3144, 112.3145, 286.012, 288.901, 288.92, 288.9604, 348.0003, 627.351, F.S.

CREATES: Sections 112.3251, 112.3261, F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill makes a number of revisions to the statutory Code of Ethics for Public Officers and Employees and strengthens the authority of the Commission on Ethics.

The bill amends s. 112.3142, F.S., relating to ethics training to provide the following:

- Beginning January 1, 2015, all elected municipal officers must complete 4 hours of ethics training each calendar year in the same manner as currently applied to constitutional officers.
- Those subject to the ethics training requirement that assume a new office or term of office prior to March 31, must complete the ethics training during the same calendar year in which the term of office begins. Those take office after March 31 are not required to complete ethics training during the same calendar year in which the term of office begins.

The bill amends s. 112.3144, F.S., relating to financial disclosure to provide the following:

- If an incumbent in an elective office has filed the full and public disclosure of financial interests to qualify for election to the same office or if a candidate for office holds another office subject to the annual filing requirement, the qualifying officer shall forward an electronic copy of the full and public disclosure of financial interests to the commission no later than July 1.
- Beginning January 1, 2015, an officer who is required to complete annual ethics training must certify on his or her full and public disclosure of financial interests that he or she has completed the required training.
- Failure to certify completion of ethics training will not be considered an immaterial, inconsequential, or de minimis error or omission and, therefore, cannot be resolved by submitting a corrected financial disclosure form certifying completion of the training.

- If a person holding public office or public employment fails or refuses to file an annual statement of financial interests for any year in which the person received notice from the commission regarding the failure to file and has accrued the maximum automatic fine authorized under this section – regardless of whether the fine imposed was paid or collected – the commission must initiate an investigation and conduct a public hearing without receipt of a complaint to determine whether the person’s failure to file is willful.
- If the Commission determines that the failure to file was willful, it is required to enter an order recommending officer or employee be removed from his or her public office or employment. In the case of a legislator the Commission may enter such an order if requested by the committee to which the matter was referred by the presiding officer.

The bill amends s. 286.012, F.S., relating to voting requirements at meetings of governmental bodies to provide:

- The vote of each member present at a meeting of a governmental body must be recorded or counted unless there is, or appears to be, a possible conflict of interest as defined in statute or under the additional or more stringent standards of conduct, if any, that have been adopted by the governmental body pursuant to s. 112.326, F.S. If there is, or appears to be, a possible conflict defined in statute, the member shall comply with the disclosure requirements of s. 112.3143. If the only conflict or possible conflict is one arising from the additional or more stringent standards adopted pursuant to s. 112.326, F.S., the member must comply with any disclosure requirements provided in those more stringent standards.
- The bill allows a member to abstain from voting on an official decision, ruling, or act in the context of a quasi-judicial proceeding, if the abstention is to assure a fair proceeding free from potential bias or prejudice.

The bill creates s. 112.3251, F.S. relating to Citizen Support and Direct Support Organizations to require that any such organization created or authorized by law must adopt its own ethics code. The ethics code must contain certain standards of conduct in section 112.313, F.S., including the misuse of office prohibition, unlawful compensation prohibition, post-employment or post-elected office lobbying restrictions, and conflicting employment prohibition.

In addition to the provisions listed above, the bill applies some or all of the provisions of the Code of Ethics to the Florida Clerk of Courts Operations Corporation, Enterprise Florida, the Florida Development Finance Corporation, and the Executive Director of Citizens Property Insurance. Further, the bill provides lobbying requirements relating to water management districts.

SB 850 – Education by Legg

AMENDS: Sections 11.45, 120.81, 409.1451, 985.622, 1001.31, 1001.42, 1002.395, 1003.02, 1003.42, 1003.4203, 1003.4281, 1003.4282, 1003.438, 1003.492, 1003.4935, 1003.51, 1003.52, 1003.53, 1003.572, 1006.135, 1007.263, 1008.25, 1008.345, 1008.44, 1011.62, 1012.99, F.S.

CREATES: Sections 1002.385, 1003.4995, 1003.5716, 1007.273, F.S.

EFFECTIVE: Upon becoming a law, except as otherwise expressly provided

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

This bill combines the provisions of several, formerly separate, bills. As a result, the bill addresses a variety of issues, including Career and Professional Education (CAPE), collegiate high schools, middle grades education, juvenile justice education, Florida Personal Learning Scholarship Accounts, the Florida Tax Credit Scholarship Program, diploma options for students with disabilities, and other issues.

Career and Professional Education (CAPE)

The bill amends s. 1003.02, F.S., relating to school board operation and control of public K-12 education within the school district to require the school board to notify the parent of a student who earns an industry certification that articulates for postsecondary credit of the estimated cost savings

to the parent before the student's high school graduation versus the cost of acquiring such certification after high school graduation, which would include the tuition and fees associated with available postsecondary credits. Also, the student and the parent must be informed of any additional industry certifications available to the student.

The bill amends s. 1003.4203 (1) and (2), F.S., relating to digital materials to include references to the CAPE Digital Tool and provide students in grades K-12 options to earn CAPE Digital Tool certificates and CAPE industry certifications. With regard to students with disabilities, the bill provides that, beginning with the 2015-2016 school year, digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications, identified pursuant to s. 1008.44, F.S., for students with disabilities. Each student's individual educational plan for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

The bill amends s. 1003.4203(3), F.S., to delete references to un-implemented CAPE provisions regarding Florida Cybersecurity and Florida Digital Arts recognitions. Instead, this paragraph provides that, by June 15 of each year, DOE must identify CAPE Digital Tool certificates that indicate a student's digital skills. DOE must notify each school district when the certificates are available and ensure that certificates are available to all public elementary and middle grades students. The bill revises and adds to the list of targeted skills to be mastered for the certificate and provides that the skills must include, but are not limited to, word processing, spreadsheets, presentations (including sound, motion, and color presentations), digital arts, cybersecurity, and coding. The bill expresses the legislative intent that, by July 1, 2018, on an annual basis, at least 75 percent of public middle grades students earn at least one CAPE Digital Tool certificate.

The bill provides that CAPE Digital Tool certificates earned by students are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.a, F.S. In addition, the bill inserts a new paragraph (4) in this section to provide that CAPE industry certifications, issued to middle school and high school students, which do not articulate for college credit, and CAPE industry certifications, issued to high school students, which articulate for college credit, are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.b., F.S. *(The amendments to s. 1011.62, F.S., detailing the calculation of additional FTE for these programs, are discussed below.)*

The bill inserts a new paragraph (5) in this section to establish CAPE Innovation and CAPE acceleration. CAPE Innovation is defined as up to five courses annually approved by the commissioner that combine academic and career content, and performance outcome expectations that, if achieved by a student, articulate for college credit and are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.c., F.S. Such approved courses must incorporate at least two third-party assessments that, if successfully completed by a student, shall articulate for college credit. At least one of the two third-party assessments must be associated with an industry certification that is identified on the CAPE Industry Certification Funding List. Each course that is approved by the commissioner must be specifically identified in the Course Code Directory as a CAPE Innovation Course.

CAPE Acceleration is defined as industry certifications, annually approved by the commissioner, that articulate for 15 or more college credit hours and, if successfully completed, shall be eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.d., F.S. Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Acceleration Industry Certification.

The bill inserts a new paragraph (6) in this section relating to grade point calculations to provide that, for the purposes of calculating grade point average, a grade in a course that is level 3 or above and leads to an industry certification must be weighted the same as a grade in an Honors course. (Subsequent paragraphs are renumbered.)

The bill amends s. 1003.4203(7), F.S., relating to technical assistance to provide that DOE must collaborate with Florida educators and school leaders (rather than a contracted company) to provide technical assistance to school boards. In addition, this section provides that public schools may provide students with access to third-party assessment centers and career and professional academy curricula in a digital format in support of CAPE Digital Tool certificates and CAPE industry certifications to assist public schools and school districts to establish Florida Digital Classrooms.

The bill amends s. 1003.4203(8), F.S., relating to partnerships to provide that third-party assessment providers and career and professional academy curricula providers are encouraged to provide annual training to staff of the DOE, staff of school district offices, instructional staff of public schools, including charter schools, and other appropriate administrative staff through face-to-face training models, online, video conferencing training models, and through state, regional, or conference presentations.

Consistent with the amendments made to s. 1003.4203, F.S., the bill amends s. 1008.44, F.S., relating to the CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List to provide that DOE must, at least annually, identify and the Commissioner may at any time recommend adding the following certificates, certifications, and courses:

- CAPE industry certifications identified on the CAPE Industry Certification Funding List that must be applied in the distribution of funding to school districts pursuant to s. 1011.62(1)(o), F.S.. The CAPE Industry Certification Funding List must incorporate by reference the industry certifications on the career pathways list approved for the Florida Gold Seal Vocational Scholars award. In addition, by August 1 of each year, the not-for-profit corporation established pursuant to s. 445.004, F.S., may annually select one industry certification, that does not articulate for college credit, for inclusion on the CAPE Industry Certification Funding List for a period of 3 years unless otherwise approved by the curriculum review committee. Such industry certifications, if earned by a student, are eligible for additional full-time equivalent membership, pursuant to s. 1011.62(1)(o)1., F.S.
- No more than 15 CAPE Digital Tool certificates limited to the areas of word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding pursuant to s. 1003.4203(3), F.S., that do not articulate for college credit. Such certificates shall be annually identified on the 1050 CAPE Industry Certification Funding List and updated solely by 1051 the Chancellor of Career and Adult Education. The certificates must be made available to students in elementary school and middle school grades and, if earned by a student, are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1., F.S.
- CAPE ESE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications identified by the Chancellor of Career and Adult Education for students with disabilities pursuant to s. 1003.4203(2), F.S. Such certificates and certifications must be identified on the CAPE Industry Certification Funding List and, if earned by a student, are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1., F.S.
- CAPE Innovation Courses that combine academic and career performance outcomes with embedded industry certifications shall be annually approved by the Commissioner and identified pursuant to s. 1003.4203(5)(a), F.S., and, if completed by a student, are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1., F.S.
- CAPE Acceleration Industry Certifications that articulate for 15 or more college credit hours pursuant to s. 1003.4203(5)(b), F.S., must be annually approved by the Commissioner and, if successfully completed, are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1., F.S. The approved industry certifications must be identified on the CAPE Industry Certification Funding List.

In addition, the bill provides that CAPE industry certifications and CAPE Digital Tool certificates placed on the CAPE Industry Certification Funding List must include the version at the time of the adoption and, without further review and approval, include the subsequent updates unless the certifications and certificates are specifically removed from the Funding List by the Commissioner. The Commissioner may limit CAPE industry certifications and CAPE Digital Tool certificates to students in certain grades based on formal recommendations by providers of certifications and certificates. Further, the

Articulation Coordinating Committee must review statewide articulation agreement proposals for industry certifications and make recommendations to the SBE for approval. After an industry certification is adopted by the SBE for inclusion on the Funding List, the Chancellor of Career and Adult Education, within 90 days, must provide to the Articulation Coordinating Committee recommendations for articulation of postsecondary credit for related degrees for the approved certifications.

The bill amends s. 1011.62, F.S., relating to calculation of additional full-time equivalent membership based on successful completion of a career-themed course or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List or CAPE Digital Tool certificates to provide:

- A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.
- A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b), F.S. (career themed) or courses with embedded CAPE industry certifications and who is issued an industry certification. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has an approved statewide articulation agreement for college credit. For CAPE industry certifications that do not articulate for college credit, DOE shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate may not use the previously funded examination to satisfy the requirements for earning an industry certification. Additional FTE membership for an elementary or middle grades student shall not exceed 0.1 for certificates or certifications earned within the same fiscal year. The SBE shall include the assigned values on the CAPE Industry Certification Funding List. Such value shall be added to the total full-time equivalent student membership for grades 6 - 12 in the subsequent year for courses that were not provided through dual enrollment. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80, F.S., relating to Workforce education programs.
- A value of 0.3 full-time equivalent student membership shall be calculated for student completion of the courses and the embedded certifications identified on the CAPE Industry Certification Funding List and approved by the commissioner.
- A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner.
- Provisions relating to bonuses awarded to teachers who provided direct instruction toward attainment of a CAPE industry certification are amended to conform with these provisions.

The bill amends s. 1003.4281, F.S., relating to early high school graduation by deleting references relating to paid and unpaid credits. This eliminates language providing that a credit is equal to 1/6 FTE. The bill also amends s. 1011.62, F.S. relating to the calculation of additional full-time equivalent membership based on early high school graduation to provide that each school district may receive funding for each student who graduates early. A district may earn 0.25 additional FTE for a student who graduates one semester in advance of the student's cohort and 0.5 additional FTE for a student who graduates 1 year or more in advance of the student's cohort. If the student was enrolled in the district as a full-time high school student for at least 2 years, the district shall report the additional FTE for payment in the subsequent fiscal year. If the student was enrolled in the district for less than 2 years, the district of enrollment shall report the additional FTE and shall transfer a proportionate share of the funds earned for early graduation to the district in which the student was previously enrolled. Additional FTE included in the 2014-2015 FEFP for early graduation shall be reported and funded pursuant to these provisions.

Collegiate High School Program

The bill creates s. 1007.273, F.S., to establish the collegiate high school program. The bill provides that each Florida College System (FCS) institution must work with each district school board in its designated service area to establish one or more collegiate high school programs. At a minimum, collegiate high school programs must include an option for public school students in grade 11 or 12 participating in the program for at least 1 full school year, to earn CAPE industry certifications and to successfully complete 30 credit hours through the dual enrollment program under s. 1007.271, F.S., toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.

Each district school board and its local FCS institution must execute a contract to establish one or more collegiate high school programs at a mutually agreed upon location or locations. Beginning with the 2015-2016 school year, if the institution does not establish a program with a district school board in its designated service area, another FCS institution may execute a contract with that district school board to establish the program. The contract must be executed by January 1 of each school year for implementation of the program during the next school year. The contract must:

- Identify the grade levels to be included in the program which must, at a minimum, include grade 12.
- Describe the collegiate high school program, including:
 - The delineation of courses and industry certifications offered;
 - The high school and college credits earned for each postsecondary course completed and industry certification earned;
 - Student eligibility criteria;
 - The enrollment process and relevant deadlines.
- Describe the methods, medium, and process by which students and their parents are annually informed about the availability of the program, the return on investment associated with participation in the program, and other specified program information.
- Identify the delivery methods for instruction and the instructors for all courses.
- Identify student advising services and progress monitoring mechanisms.
- Establish a program review and reporting mechanism regarding student performance outcomes.
- Describe the terms of funding arrangements to implement the collegiate high school program.

Each student participating in a collegiate high school program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and the applicable FCS institution, state university, or other participating institution. The performance contract must include the schedule of courses, by semester, and industry certifications to be taken by the student, student attendance requirements, and course grade requirements.

In addition to executing a contract with the local FCS institution, a district school board may execute a contract to establish a collegiate high school program with a state university or an institution that is eligible to participate in the Florida Resident Access Grant Program, that is a nonprofit independent college or university located and chartered in Florida, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Such university or institution must meet the requirements for FCS institutions.

The collegiate high school program shall be funded in accordance with the dual enrollment program and the Florida Education Finance Program. The SBE must enforce compliance with these provisions by withholding the transfer of funds for the school districts and the FCS institutions.

Middle Grades Education

The bill amends s. 1001.42, F.S., relating to the powers and duties of the school board with respect to school improvement plans to provide that a school that includes any of grades 6, 7, or 8 must implement an early warning system to identify students in these grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

A school district may identify additional early warning indicators for use in a school's early warning system. When a student exhibits two or more early warning indicators, the school's child study team or a school-based team formed for the purpose of implementing these requirements must convene to determine appropriate intervention strategies for the student. The school must provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

A school that includes any of grades 6, 7, or 8 must include in its annual school improvement plan information and data on the school's early warning system, including a list of the early warning indicators used in the system, the number of students identified by the system as exhibiting two or more early warning indicators, the number of students, by grade level, that exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of the identified students. In addition, a school that includes any of these grades must describe in its school improvement plan the strategies used by the school to implement the instructional practices for middle grades emphasized by the district's professional development system. The bill also amends s. 1003.53, F.S., relating to the criteria used to identify students eligible to receive services funded through the dropout prevention and academic intervention program by adding to the existing criteria to provide that a student identified by the school's early warning system is eligible to receive services using this funding.

The bill amends s. 1003.42, F.S., relating to required instruction to require the SBE to remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content consistent with the state academic standards and to approve a new course only if it meets the required curricular content.

The bill amends s. 1006.135, F.S., relating to hazing to extend the prohibition on hazing to apply to grades 6 - 12 (rather than grades 9 - 12). The definition of hazing and the activities that constitute hazing are revised to provide that "hazing" means any action or situation endangers the mental or physical health or safety of a student at a school with any of grades 6 - 12 for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a school with any of grades 6 - 12. "Hazing" includes, but is not limited to:

- Pressuring, coercing, or forcing a student into:
 - Violating state or federal law;
 - Consuming any food, liquor, drug, or other substance; or
 - Participating in physical activity that could adversely affect the health or safety of the student.
- Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements

In addition, each school board is required to adopt a policy that prohibits hazing and establishes consequences for a student who commits an act of hazing. The policy must include:

- A definition of hazing, which must include the definition provided in this bill.
- A procedure for reporting an alleged act of hazing, including provisions that permit a person to anonymously report such an act. However, disciplinary action may not be based solely on an anonymous report.
- A requirement that a school with any of grades 9 - 12 report an alleged act of hazing to a local law enforcement agency if the alleged act meets the criteria established in this bill.
- A provision for referral of victims and perpetrators of hazing to a certified school counselor.

- A requirement that each incident of hazing be reported in the school's safety and discipline report required under s. 1006.09(6), F.S. The report must include the number of hazing incidents reported, the number of incidents referred to local law enforcement, the number of incidents that result in disciplinary action taken by the school, and the number of incidents that do not result in either referral to local law enforcement or disciplinary action taken by the school.

The bill specifies that the criminal penalties relating to hazing are applicable only to students in any of grades 9 - 12 and revises the terminology to provide that:

- A person who commits an act of hazing upon another person who is a member of or an applicant to any type of student organization commits a felony of the third degree, punishable as provided in s. 775.082 or s. 775.083, F.S., if the person knew or should have known the act would result in serious bodily injury or death of such other person and the act results in serious bodily injury or death of such other person.
- A person who commits an act of hazing upon another person who is a member of or an applicant to any type of student organization commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, F.S., if the person knew or should have known the act would create a potential risk of physical injury or death to such other person and the act creates a potential risk of physical injury or death to such other person.
- As a condition of any sentence imposed pursuant to these provisions, the court:
 - Shall order the defendant to attend and complete a 4-hour hazing education course and may also impose a condition of drug or alcohol probation.
 - May require the defendant to make a public apology to the students and victims at the school.
 - May require the defendant to participate in a school-sponsored anti-hazing campaign to raise awareness of what constitutes hazing and the penalties for hazing.

The bill amends s. 1012.98, F.S., relating to School Community Professional Development. The bill provides that, in addition to existing activities, the professional development program must provide middle grades instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership. DOE's web-based statewide performance support system must include specified components targeted to middle grades instruction and support.

The bill also adds to the elements that must be included in each district professional development system. Each district inservice plan must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct, integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications, classroom management, student behavior and interaction, extended learning opportunities for students, and instructional leadership.

Professional development for middle grades must also emphasize interdisciplinary planning, collaboration, and instruction; alignment of curriculum and instructional materials to the state academic standards; use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction. The bill requires each school that includes middle grades to include in its school improvement plan a description of the specific strategies used by the school to implement each item listed for inclusion in the district's professional development plan.

The bill also requires DOE disseminate professional development in the use of integrated digital instruction at schools that include middle grades. The professional development must provide training and materials that districts can use to provide instructional personnel with the necessary knowledge, skills, and strategies to blend digital instruction into subject-matter curricula and emphasize online learning and research techniques, reading instruction, the use of digital devices to supplement the delivery of curricular content, and digital device management and security. Districts are encouraged to incorporate the professional development as part of their district's professional development system.

Juvenile Justice Education Programs

The bill amends s. 985.622, F.S., relating to the multiagency plan education programs. The section is renamed to focus on career and professional education (rather than vocational education) and provides that the Department of Juvenile Justice (DJJ) and DOE must, in consultation with the statewide Workforce Development Youth Council, school districts, providers, and others, jointly develop a multiagency plan for career and professional education (CAPE) that establishes the curriculum, goals, and outcome measures for CAPE programs in juvenile justice education programs. The plan must be reviewed annually, and revised as appropriate.

The bill amends s. 1003.51, F.S., relating to public education services. The SBE is directed to adopt rules articulating expectations for effective education programs for students in DJJ programs, including, but not limited to, education programs in juvenile justice prevention, day treatment, residential, and detention programs. The rules must establish policies and standards for education programs for students in DJJ programs. The bill revises and adds to an extensive list of elements that must be addressed in the SBE rules.

The bill directs DOE, in partnership with DJJ, the district school boards, and providers, to:

- Develop and implement requirements for contracts and cooperative agreements regarding the delivery of appropriate education services to students in DJJ education programs.
- Develop and implement procedures for transitioning students into and out of DJJ education programs.
- Maintain standardized required content of education records to be included as part of a student's commitment record and procedures for securing the student's records.
- Establish the roles and responsibilities of the juvenile probation officer and others involved in the withdrawal of the student from school and assignment to a juvenile justice education program.

The bill provides that each district school board must:

- Notify students in juvenile justice education programs who attain the age of 16 years of the provisions of law regarding compulsory school attendance and make available the option of enrolling in an education program to attain a Florida high school diploma by taking the high school equivalency examination before release from the program. DOE must assist juvenile justice education programs with becoming high school equivalency examination centers.
- Respond to requests for student education records received from another district school board or a juvenile justice education program within 5 working days after receiving the request.
- Provide access to virtual education programs and courses.
- Complete the assessment process required by SBE rules.
- Monitor compliance with contracts for education programs for students in juvenile justice prevention, day treatment, residential, and detention programs.

DOE is directed to establish and operate, either directly or through a contract, a mechanism to provide accountability measures that annually assesses and evaluates all juvenile justice education programs using student performance data and program performance ratings by type of program and must provide technical assistance and research to district school boards and juvenile justice education providers.

The bill amends s. 1003.52, F.S. relating to educational services in DJJ programs. The bill provides that DOE serves as the lead agency for juvenile justice education programs, curriculum, support services, and resources. DOE will coordinate the following activities:

- Training, collaborating, and coordinating with district school boards, regional workforce boards, and local youth councils, educational contract providers, and juvenile justice providers.
- Collecting information on the academic, CAPE, and transition performance of students and reporting on the results.
- Developing academic and CAPE protocols that provide guidance to district school boards and juvenile justice education providers in all aspects of education programming.
- Implementing a joint accountability, program performance, and program improvement process.

Annually, a cooperative agreement and plan for juvenile justice education service enhancement must be developed between DJJ and DOE and submitted to the Secretary of Juvenile Justice and the Commissioner by June 30. The plan must include, at a minimum, each agency's role regarding educational program accountability, technical assistance, training, and coordination of services.

The district school board of the county in which the juvenile justice education prevention, day treatment, residential, or detention program is located must provide, or contract for, appropriate educational assessments and an appropriate program of instruction and special education services. Students must have access to the appropriate courses and instruction to prepare them for the high school equivalency examination and school districts must provide the high school equivalency examination option for all juvenile justice education programs.

DOE, with the assistance of the school districts and juvenile justice education providers, must select a common student assessment instrument and protocol for measuring student learning gains and student progression while a student is in a juvenile justice education program. DOE and DJJ must jointly review the effectiveness of this assessment and implement changes as necessary.

With regard to the juvenile justice education program, the bill provides that:

- Educational services must be provided at times of the day most appropriate for the juvenile justice program. School programming in juvenile justice detention, prevention, day treatment, and residential programs shall be made available by the local school district during the juvenile justice school year. In addition, DOE and the school districts must adopt policies necessary to provide access to virtual instruction.
- The educational program must provide instruction based on each student's individualized transition plan, assessed educational needs, and the education programs available in the school district in which the student will return.
- Prevention and day treatment juvenile justice education programs, at a minimum, must provide career readiness and exploration opportunities as well as truancy and dropout prevention intervention services.
- Residential juvenile justice education programs with a contracted minimum length of stay of 9 months must provide CAPE courses that lead to pre-apprentice certifications and industry certifications. Programs with a length of stay of less than 9 months may provide such courses. If the duration of a program is less than 40 days, the educational component may be limited to tutorial remediation activities, and career employability skills instruction, education counseling, and transition services that prepare students for a return to school, the community, and their home settings.
- An individualized progress monitoring plan must be developed for all students not classified as exceptional education students upon entry in a juvenile justice education program and upon reentry in the school district.

In addition, school districts and juvenile justice education providers must develop individualized transition plans during the course of a student's stay in a juvenile justice education program. Development of the transition plan shall be a collaboration of the personnel in the juvenile justice education program, reentry personnel, personnel from the school district where the student will return, the student, the student's family, and DJJ personnel for committed students. Transition planning must begin upon a student's placement in the program and, upon return of a student from a juvenile justice education program, the school district must consider the individual needs and circumstances of the student and the transition plan recommendations when re-enrolling a student in a public school. The transition plan must include:

- Services and interventions that address the student's educational needs and post-release education plans.
- Services to be provided during the program stay and services to be implemented upon release.
- Specific monitoring responsibilities to determine whether the individualized transition plan is being implemented and the student is provided access to support services.

Students in juvenile justice programs must be provided resources commensurate with resources provided to students in public schools, including textbooks and access to technology. If the district school board operates a juvenile justice education program at a juvenile justice facility, the district school board, in consultation with the director of the juvenile justice facility, must select the instructional personnel assigned to that program. The Secretary of Juvenile Justice or the director of a juvenile justice program may request that the performance of a teacher assigned by the district to a juvenile justice education program be reviewed by the district and that the teacher be reassigned based upon an evaluation conducted pursuant to s. 1012.34, F.S. or for inappropriate behavior.

DOE, in partnership with DJJ, must develop a comprehensive accountability and program improvement process based on student performance measures by type of program and shall rate education program performance. In addition, DOE, in collaboration with DJJ, must collect data and report on commitment, day treatment, prevention, and detention programs. The report must be submitted to the Governor and legislative leaders by February 1 of each year. The bill specifies data and information that must be included in the report.

DOE, in consultation with DJJ, district school boards, and providers, must adopt rules establishing:

- Objective and measurable student performance measures to evaluate a student's educational progress while participating in a prevention, day treatment, or residential program.
- A performance rating system to be used by DOE to evaluate the delivery of educational services within each of the juvenile justice programs.
- The timeframes, procedures, and resources to be used to improve a low-rated educational program or to terminate or reassign the program.

Florida Personal Learning Scholarship Accounts

The bill creates s. 1002.385, F.S. to establish the Florida Personal Learning Scholarship Accounts Program as an option to meet the educational needs of certain children with a disability.

Definitions

The bill provides several definitions used in this context, including the following:

- "Approved provider" means a provider approved by the Agency for Persons with Disabilities (APG), a health care practitioner, or a provider approved by DOE.
- "Disability" means, for a student in kindergarten to grade 12, autism, cerebral palsy, Down syndrome, an intellectual disability, Prader-Willi syndrome, or Spina bifida; for a student in kindergarten, being a high-risk child, and Williams syndrome.

Program Eligibility

A parent of a student with a disability may request and receive from the state a Florida personal learning scholarship account if:

- The student:
 - Is a resident of Florida;
 - Is eligible to enroll in kindergarten through grade 12;
 - Has a disability as defined in the program definitions, and
 - Is the subject of an IEP written in accordance with rules of the SBE or has received a diagnosis of a defined disability from a physician who is licensed under chapter 458 or chapter 459 or a psychologist who is licensed in Florida.
- Beginning in January 2015, the parent has applied to an eligible SFO to participate in the program by February 1 before the school year in which the student will participate or an alternative date as set by the SFO for any vacant, funded slots. The SFO must notify the district and DOE of the parent's intent upon receipt of the parent's request.

Program Prohibitions

A student is not eligible for the program:

- While he or she is enrolled in any public school, including a charter school or virtual school;

- While he or she is enrolled in a school operating for the purpose of providing educational services to youth in the Department of Juvenile Justice commitment programs;
- While he or she is receiving a scholarship pursuant to the Florida Tax Credit Scholarship Program or the McKay Scholarships for Students with Disabilities Program; or
- While he or she is receiving any other educational scholarship pursuant to chapter 1002, F.S.
- If the student or student's parent has accepted any payment, refund, or rebate, in any manner, from a provider of any services received pursuant to authorized use of program funds;
- If the student's participation in the program has been denied or revoked by the Commissioner;
- If the student's parent has forfeited participation in the program for failure to comply with program requirements.

Authorized Uses of Program Funds

Program funds may be spent for the following purposes:

- Instructional materials, including digital devices, digital periphery devices, and assistive technology devices that allow a student to access instruction or instructional content.
- Curriculum.
- Specialized services by approved providers that are selected by the parent.
- Enrollment in, or tuition or fees associated with enrollment in, an eligible private school, an eligible postsecondary educational institution, a private tutoring program, a virtual program offered by a DOE-approved private online provider.
- Fees for nationally standardized, norm-referenced achievement tests, AP exams, industry certification exams, assessments related to postsecondary education, or other assessments.
- Contributions to the Florida Prepaid College Program for the benefit of the eligible student.
- Contracted services provided by a public school or school district, including classes. A student who receives services under a contract in this context is not considered enrolled in a public school for program eligibility purposes.

A specialized service provider, eligible private school, eligible postsecondary educational institution, private tutoring program provider, online or virtual program provider, public school, school district, or other entity receiving payments under this program may not share, refund, or rebate any moneys from the PLSA with the parent or participating student in any manner.

Term of the Program

For purposes of continuity of educational choice, the program payments shall remain in force until a student participating in the program participates in any of the program prohibited activities, has funds revoked by the Commissioner, returns to a public school, graduates from high school, or attains 22 years of age, whichever occurs first.

School District Obligations

The school district must complete a matrix of services for a student with a disability who does not have a matrix of services and one is requested by the parent. The school district must complete the matrix within 30 days of receiving notice of the parent's request for a matrix. The matrix must assign the student to one of the levels of service as they existed before the 2000-2001 school year. The school district must provide the student's parent with the student's matrix level within 10 school days after its completion. The school district also must notify DOE of the student's matrix level and DOE must notify the parent and the eligible SFO of the amount of the funds awarded within 10 days after receiving the school district's notification of the student's matrix level. A school district may not change a matrix of services except to correct a technical, typographical, or calculation error. The school district must notify the parent about the availability of a reevaluation at least every 3 years.

In addition, if a participating student chooses to participate in statewide, standardized assessments or the Florida Alternate Assessment, the school district must notify the student and his or her parent about the locations and times to take all statewide, standardized assessments.

Private School Eligibility and Obligations

The private school eligibility and obligations for this program are identical to those for the Tax Credit Scholarship Program, including the provisions for academic accountability that provides that the private school must be academically accountable to the parent for meeting the educational needs of the student by:

- At a minimum, annually providing to the parent a written explanation of the student's progress.
- Annually administering or making provision for students in grades 3-10 to take one of the nationally norm-referenced tests identified by DOE, or the statewide assessments. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement. A participating private school must report a student's scores to the parent.
- Cooperating with the scholarship student whose parent chooses to have the student participate in the statewide assessments or, if a private school chooses to offer the statewide assessments, administering the assessments at the school.

Department of Education Obligations

DOE responsibilities, include:

- Require each SFO to verify eligible expenditures before the distribution of funds. However, the review of expenditures for some services may be completed after the payment has been made.
- Investigate any written complaint of a violation of these provisions in accordance with the process established for the Tax Credit Scholarship Program.
- Require quarterly reports by an SFO regarding the number of students participating in the program, the providers of services to students, and other information deemed necessary by the DOE.
- Compare the list of student's participating in the program with the public school enrollment lists before each program payment to avoid duplicate payments.

In addition, the Commissioner is required to deny, suspend, or revoke a student's participation or an authorized use of program funds if the health, safety, or welfare of the student is threatened or fraud is suspected and may deny, suspend, or revoke an authorized use of program funds for material failure to comply with program requirements under certain circumstances. In making this determination, the Commissioner may consider a variety of factors set forth in the bill.

Parent and Student Responsibilities for Program Participation

The bill specifies that a parent who applies for program participation is exercising his or her parental option to determine the appropriate placement or the services that best meet the needs of his or her child. The district school board is not obligated to provide the student with a free appropriate public education. For purposes of s. 1003.57, F.S., and the Individuals with Disabilities in Education Act, a participating student has only those rights that apply to all other unilaterally parentally placed students, except that, when requested by the parent, school district personnel must develop an individual education plan or matrix level of services.

The scholarship award for a student is based on a matrix that assigns the student to support Level III services. If a parent chooses to request and receive an IEP and a matrix of services from the school district, the amount of the payment shall be adjusted, as needed, when the school district completes the matrix. However, the parent is responsible for procuring the services necessary to educate the student and is responsible for the payment of all eligible expenses in excess of the amount of the personal learning scholarship account in accordance with the terms agreed to between the parent and the providers.

In addition, to enroll an eligible student in the program, the parent must sign an agreement with the SFO and annually submit a notarized, sworn compliance statement to affirm compliance with the program requirements. The parent must also maintain a portfolio of specified records and materials which must be preserved by the parent for 2 years and be made available for inspection by the district school superintendent or the superintendent's designee upon 15 days' written notice. However, this authority does not require the superintendent to inspect the portfolio.

Administration of Personal Learning Scholarship Accounts

The same SFO that participates in Florida Tax Credit Scholarship Program may establish personal learning scholarship accounts for eligible students. The SFO will receive applications and determine student eligibility. The SFO must notify DOE of the applicants by March 1 before the school year in which the student intends to participate. When an application is received, the SFO must provide DOE with information on the student to enable DOE to report the student for funding.

The SFO must notify parents of their receipt of a scholarship on a first-come, first-served basis based upon the funds provided for this program in the General Appropriations Act. The SFO must establish a date by which a parent must confirm initial or continuing participation in the program. The SFO also must establish a date and process by which students on the wait list or late-filing applicants may be allowed to participate in the program during the school year. In addition, the SFO must establish and maintain separate accounts for each eligible student, verify qualifying expenditures, and return any unused funds to DOE.

Funding and Payment

The amount of the funds awarded to a student for use in the Personal Learning Scholarship Account is based on the student's calculated share of base funding in the FEFP – i.e. the base student allocation multiplied by the appropriate cost factor for the educational program which would have been provided for the student in the district school to which he or she would have been assigned, multiplied by the district cost differential to produce an initial amount. An amount equivalent to the student's share of the guaranteed allocation for exceptional students shall be determined as well as an amount equivalent to the per-student share of supplemental academic instruction funds, instructional materials funds, technology funds, and other categorical funds as provided in the General Appropriations Act and will be added to the initial amount. The amount of the awarded funds shall be 90 percent of this calculated amount. The bill specifies that moneys received pursuant to this program do not constitute taxable income to the parent of the qualified student.

Upon an eligible student's graduation from an eligible postsecondary educational institution or after any period of 4 consecutive years after high school graduation in which the student is not enrolled in an eligible postsecondary educational institution, the student's personal learning scholarship account shall be closed, and any remaining funds shall revert to the state.

Obligations of the Auditor General

The Auditor General is required to conduct an annual financial and operational audit of accounts and records of each eligible SFO that participates in the program. As part of this audit, the Auditor General must verify, at a minimum, the total amount of students served and eligibility of reimbursements made by each SFO and transmit that information to DOE.

Liability & Rules

The bill specifies that the state is not liable for the award or any use of awarded funds under this program. The SBE is directed to adopt rules to administer these provisions.

Implementation Schedule for the 2014-2015 School Year

The bill provides that, notwithstanding the provisions related to notification and eligibility timelines, an eligible SFO may enroll parents on a rolling schedule on a first-come, first-served basis, within the amount of funds provided in the General Appropriations Act.

To support and conform with these provisions, the bill creates an unnumbered section of Florida Statutes to require the Florida Prepaid College Board to conduct a study and submit a report to legislative leaders by December 31, 2014, that addresses the issues relating to the use of these accounts under the provisions of the Personal Learning Scholarship Accounts Program.

Florida Tax Credit Scholarship Program

The bill amends s. 1002.395, F.S., relating to the Florida Tax Credit Scholarship Program as follows:

Findings and Purpose

The bill expands the legislative findings and purpose of the program to stress that the program does not prescribe the standards or curriculum for private schools. A private school retains the authority to determine its own standards and curriculum.

Definitions

The bill revises the definition of “eligible nonprofit scholarship-funding organization” (SFO) so that, in addition to a charitable organization defined in current law, a state university or an independent college or university that meets specified criteria may serve as an SFO.

Program Eligibility

The bill revises student eligibility criteria for the 2014-2015 and 2015-2016 school years by deleting references to prior year enrollment in a public school, having received a scholarship in the prior year, and eligibility to enter kindergarten through fifth grade. As a result, a student is eligible for a scholarship during these school years if the student meets one or more of these criteria:

- The student qualifies for free or reduced-price school lunch or is on the direct certification list.
- The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care.
- The student continues in the scholarship program as long as the student’s household income level does not exceed 230 percent of the federal poverty level.

For the 2016-2017 school year and thereafter, and contingent on available funds, a student is eligible for a scholarship if the student meets one or more of these criteria:

- The student is on the direct certification list or the student’s household income level does not exceed 185 percent of the federal poverty level.
- The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care.
- The student’s household income level is greater than 185 percent of the federal poverty level but does not exceed 260 percent of the federal poverty level.

The bill provides that a student who initially receives a scholarship under either the prior or revised eligibility criteria remains eligible until the student graduates from high school or attains the age of 21 years, whichever occurs first, regardless of the student’s household income level. A sibling of a student who is participating in the program is eligible if the student resides in the same household.

Tax Credits and Limitations

The bill:

- Provides that both DOE and the Department of Revenue (DOR) must provide information about the tax credit cap amount on their respective websites.
- Provides that, within 10 days after approving a taxpayer application for a tax credit, DOR must provide a copy of its approval letter to the SFO specified by the taxpayer in the application.
- Provides that certain tax credits may be conveyed, transferred, or assigned between members of an affiliated group of corporations if the type of tax credit remains the same. A taxpayer must notify DOR of its intent to convey, transfer, or assign a tax credit to another member within an affiliated group of corporations. The amount conveyed, transferred, or assigned is available to another member of the affiliated group of corporations upon approval by DOR.
- Adds provisions relating to the calculation of underpayment of estimated tax liability and for determining if a penalty or interest will be imposed.

Obligations of Scholarship Funding Organizations (SFOs)

The bill:

- Requires all owners and operators of an SFO to undergo level 2 background screening before (rather than upon) employment or engagement to provide services.
- Provides that a person required to undergo background screening must not have an arrest awaiting final disposition for, have been found guilty of, or entered a plea of nolo contendere to, or have been adjudicated delinquent (regardless of the record was sealed or expunged) for, any of the offenses listed in s. 435.04, F.S., or any of the 17 additional specified offenses listed in the bill that relate to, among other things, Medicaid fraud, false or fraudulent insurance claims, patient brokering, and forgery.
- Provides that, in awarding scholarships, the SFO must give first priority to eligible students who received a scholarship during the previous school year and, beginning in the 2016-2017 school year, give priority to new applicants whose household income levels do not exceed 185 percent of the federal poverty level or who are in foster care or out-of-home care.
- Requires the SFO to allow a student in foster care or out-of-home care to apply for a scholarship at any time.
- Provides that, from the 3 percent of eligible contributions received during the state fiscal that the SFO may use for administrative expenses, no funds may be used for lobbying or political activity or expenses related to lobbying or political activity.
- Provides that, if the SFO charges an application fee, the application fee must be immediately refunded if the student is not enrolled in a participating school within twelve months.
- Provides that, for audit purposes, of the 25 percent of net eligible contributions that may be carried forward to the following fiscal year, all amounts carried forward must be specifically identified for particular students, by student name and the name of the school to which the student is admitted, subject to state and federal requirements and rules relating to student records and privacy.
- Requires the SFO to provide to the Auditor General and DOE a report on the results of an annual financial audit of its accounts and records conducted by an independent certified public accountant in accordance with auditing standards generally accepted in the United States, government auditing standards, and rules promulgated by the Auditor General.
- Requires the Auditor General to review all audit reports and request any significant items that were omitted in violation of a rule adopted by the Auditor General. The items must be provided within 45 days after the date of the request. If the SFO does not comply with the Auditor General's request, the Auditor General must notify the Legislative Auditing Committee.
- Requires the SFO to maintain the surety bond or letter of credit required by for this program. The amount of the surety bond or letter of credit may be adjusted quarterly to equal the actual amount of undisbursed funds, subject to verification by a certified public accountant. The requirement for a surety bond or letter of credit may be waived under certain circumstances.
- Requires the SFO to provide to the Auditor General any information or documentation requested in connection with an operational audit of a scholarship funding organization conducted pursuant to s. 11.45, F.S.

Department of Education Responsibilities

The bill requires DOE to issue a project grant award to the Learning System Institute at the Florida State University (rather than an independent research organization) to which participating private schools must report the scores of participating students on the nationally norm-referenced tests or the statewide assessments administered by the private school in grades 3 through 10. The term of the project grant is 2 years, and the amount of the project is up to \$500,000 per year.

The bill requires the Learning System Institute to annually report to DOE on the student performance on a statewide basis and adds the requirement for the report include data on student performance on an individual school basis as follows:

- On a statewide basis. The report must include, to the extent possible, a comparison of scholarship students' performance to the statewide student performance of public school students with socioeconomic backgrounds similar to those of students participating in the scholarship program.

- On an individual school basis. The report must include student performance for each participating private school in which at least 51 percent of the total enrolled students in the private school participated in the Florida Tax Credit Scholarship Program in the prior school year. The report shall be according to each participating private school, and for participating students, in which there are at least 30 participating students who have scores for tests administered. If the Learning System Institute determines that the 30 participating student cell size may be reduced without disclosing personally identifiable information, the Learning System Institute may reduce the cell size, but the cell size must not be reduced to less than 10 participating students.

Scholarship Amount

The bill provides that, beginning in the 2016-2017 fiscal year, the amount of a scholarship awarded to a student enrolled in an eligible private school will be equal to 82 percent of the unweighted FTE funding amount for that state fiscal year and thereafter. This scholarship amount will be reduced by:

- Twelve percent if the student's household income level is greater than or equal to 200 percent, but less than 215 percent, of the federal poverty level.
- Twenty-six percent if the student's household income level is greater than or equal to 215 percent, but less than 230 percent, of the federal poverty level.
- Forty percent if the student's household income level is greater than or equal to 230 percent, but less than 245 percent, of the federal poverty level.
- Fifty percent if the student's household income level is greater than or equal to 245 percent, but less than or equal to 260 percent, of the federal poverty level.

Application to Be a Scholarship Funding Organizations (SFO)

The bill creates a process and requirements for a charitable organization that seeks to be an SFO. Applications for initial approval or renewal must be submitted to the DOE Office of Independent Education and Parental Choice no later than September 1 of each year before the school year for which the organization intends to offer scholarships. The bill provides a list of items that must be included in an application for initial approval, including, among other items:

- A description of the organization's financial plan that demonstrates sufficient funds to operate throughout the school year.
- A description of the geographic region that the organization intends to serve and an analysis of the demand and unmet need for eligible students in that area.
- A description of the criteria and methodology that the SFO will use to evaluate scholarship eligibility.
- A description of the application process, including deadlines and any associated fees.
- A copy of the organization's policies on conflict of interest and whistleblowers.
- A copy of a surety bond or letter of credit in an amount equal to 25 percent of the scholarship funds anticipated for each school year or \$100,000, whichever is greater.

An application for renewal must include all of the items required for initial approval except that the surety bond or letter of credit must be equal to the amount of undisbursed donations held by the SFO based on the SFO's annual report. In addition, a renewal application must include the SFO's completed IRS Form 990, a copy of the statutorily required audit to the DOE and Auditor General, and an annual report that includes:

- The number of students who completed applications, by county and by grade.
- The number of students who were approved for scholarships, by county and by grade.
- The number of students who received funding in each funding category, by county and by grade.
- The amount of funds received, the amount of funds distributed in scholarships, and an accounting of remaining funds and the obligation of those funds.
- A detailed accounting of how the organization spent funds derived from administrative fees.

The bill provides a timeline by which applications will be reviewed by the Office of Independent Education and Parental Choice, for the applicant to be notified of and to correct any deficiencies, and for the Commissioner to recommend approval or disapproval of the application to the SBE. The SBE must consider the application and recommendation at the next scheduled meeting, adhering to

appropriate meeting notice requirements. If the SBE disapproves the organization's application, it must provide the organization with a written explanation of that determination. The SBE's action is not subject to chapter 120, F.S., relating to Administrative Procedures.

If the SBE disapproves the renewal, the SFO must notify the affected students and parents of the decision. An student affected by the disapproval remains eligible until the end of the school year in which the SFO was disapproved. The student must apply and be accepted by another SFO for the upcoming school year and the student must be given priority for acceptance. In addition, all remaining funds held by a disapproved SFO must revert to the DOR for redistribution to other SFO.

The bill provides that a state university or an independent college or university that meets specified requirements is exempt from the initial or renewal application process, but must file a registration notice with DOE to be an SFO. The bill directs the SBE to adopt rules providing guidelines for receiving, reviewing, and approving applications for new and renewing SFOs and to adopt rules that identify the procedure for a state university, independent college, or independent university to file the registration notice and to identify appropriate reporting requirements for these entities for fiscal, programmatic, and performance accountability purposes.

The bill provides that an SFO that becomes eligible pursuant to these provisions may begin providing scholarships to participating students in the 2015-2016 school year. In addition, an SFO whose application for participation in the program was approved before July 1, 2014, must, by August 1, 2014, provide a copy of a surety bond or letter of credit meeting the requirements of the bill to the Office of Independent Education and Parental Choice.

To support and conform with the provisions of the bill relating to the Personal Learning Scholarship Accounts and the Tax Credit Scholarship Program, the bill amends s. 11.45, F.S., relating to the Auditor General to add the duty to annually conduct operational audits of the accounts and records of SFOs receiving eligible contributions under the Florida Tax Credit Scholarship Program, including any contracts for services with related entities, to determine compliance with state law. The Auditor General must provide its report on the results of the audits to the Governor, the President of the Senate, the Speaker of the House, the Chief Financial Officer, and the Legislative Auditing Committee, within 30 days of completion of the audit.

Diploma Options for Students with Disabilities

The bill repeals, effective July 1, 2015, s. 1003.438, F.S., relating to a special diploma for certain students with disabilities and amends s. 1003.4282, F.S., relating to requirements for a standard high school diploma to establish standard diploma options for students with disabilities. The bill specifies that these provisions apply to a student with a disability and begin with students entering grade 9 in the 2014-2015 school year.

A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, F.S., declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements will be awarded a certificate of completion.

The following options, in addition to the other statutory options, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:

- For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
 - A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by SBE rule.

- A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by SBE rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.
- For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate the student's skills:
 - Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the SBE.
 - Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
 - Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
 - Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
 - * The expected academic and employment competencies, industry certifications, and occupational completion points;
 - * The criteria for determining and certifying mastery of the competencies;
 - * The work schedule and the minimum number of hours to be worked per week; and
 - * A description of the supervision to be provided by the school district.

Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

In addition, the bill provides:

- A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma under certain circumstances.
- A student with a disability who receives a certificate of completion and has an IEP that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.
- Any waiver of the statewide, standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

The SBE must adopt rules to implement these provisions, including rules that establish the minimum requirements for students to earn a standard high school diploma. The SBE shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54, F.S.

To support and conform with these provisions, the bill creates s. 1003.5716, F.S. relating to transition to postsecondary education and career opportunities. Beginning not later than the first IEP to be in effect when the student attains the age of 16, the IEP must include the following statements that must be updated annually:

- A statement of intent to pursue a standard high school diploma and a Scholar or Merit designation, as determined by the parent.
- A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements for a standard diploma.
- A statement of appropriate measurable long-term postsecondary education and career goals.

Any change in the IEP for these goals must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district must reconvene the IEP team to identify alternative strategies to meet the transition objectives. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

To support and conform with these provisions, the bill creates an unnumbered section of Florida Statutes to provide that the amendments made by this act to ss. 1003.438 and 409.1451, F.S., do not apply to a student with disabilities who is currently participating in the Road to Independence Program as of the effective date of this act. Such student shall continue to participate in the program as long as he or she meets the eligibility criteria in effect as of the effective date of this act.

To support and conform with these provisions, the bill creates an unnumbered section of Florida Statutes to provide that the amendment made by this act to s. 1003.438, F.S., does not apply to a student with disabilities whose individual education plan, as of the effective date of this act, contains a statement of intent to receive a special diploma. Such student shall be awarded a special diploma if the student meets the specified requirements in effect as of the effective date of this act. Any such student who meets all special requirements of the district school board in effect as of the effective date of this act, but who is unable to meet the appropriate special state minimum requirements in effect as of the effective date of this act, shall be awarded a special certificate of completion.

To support and conform with these provisions, the bill creates an unnumbered section of Florida Statutes to provide that if this act and HB 7031 are adopted in the same legislative session and become law, and the respective provisions of such acts amending s. 1003.4282(4), F.S., differ, it is the intent of the Legislature that the amendments made by this act shall control over the language of HB 7031, regardless of the order in which they are enacted.

Other Provisions of the Bill

The bill amends s. 1003.4282, F.S., relating to requirement for a standard high school diploma to provide that a driver education course may be used to satisfy the requirement for a student to complete an online learning course to qualify for a standard high school diploma.

The bill creates s. 1003.4995, F.S., relating to a fine arts report. The bill directs the Commissioner to prepare an annual report that includes a description of student access to and participation in fine arts courses, which are visual arts, music, dance, and theatre courses; the number and certification status of educators providing instruction in the courses; educational facilities designed and classroom space equipped for fine arts instruction; and the manner in which schools are providing the core curricular content for fine arts established in the Next Generation Sunshine State Standards. The report must be posted on the DOE website and updated annually.

The bill amends s. 1003.572, F.S., relating to collaboration of public and private instructional personnel to prohibit school districts from imposing additional requirements beyond those specified in law and charging fees associated with private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel.

The bill amends s. 1008.25, F.S., relating to parental notification of a student with a reading deficiency. The bill adds to the information that must be provided to the parent to include the district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. The bill provides that a student who is promoted to grade 4 with a good cause exemption must be provided intensive reading instruction and intervention that

include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district must assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students that have reading difficulties. The bill also adds to the list of good cause exemptions from retention to include students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

HB 851 – Resident Status for Tuition Purposes by Nuñez

AMENDS: Sections 1009.21, 1009.22, 1009.23, 1009.24, 1009.26, 1009.98, F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill addresses a variety of issues relating to postsecondary education accessibility and affordability. The bill:

- Amends s. 1009.22, F.S., relating to workforce education postsecondary student fees to provide that, effective July 1, 2014, for programs leading to a career certificate or an applied technology diploma, the standard tuition shall be \$2.33 per contact hour for residents and nonresidents and the out-of-state fee shall be \$6.99 per contact hour. For adult general education programs, a block tuition of \$45 per half year or \$30 per term will be assessed. The out-of state fee for adult general education programs is eliminated thereby charging residents and nonresidents the same tuition for adult general education programs. This section is also amended to eliminate the automatic annual tuition increases for these programs.
- Amends s. 1009.23, F.S., relating to Florida College System (FCS) student fees to provide that, effective July 1, 2014, for advanced and professional, postsecondary vocational, developmental education, and educator preparation institute programs, the standard tuition shall be \$71.98 per credit hour for residents and nonresidents, and the out-of-state fee shall be \$215.94 per credit hour. For baccalaureate degree programs, the tuition shall be \$91.79 per credit hour for students who are residents for tuition purposes. This section is also amended to eliminate the automatic annual tuition increases for these programs.
- Amends s. 1009.24, F.S., relating to State University System (SUS) student fees to provide that, effective July 1, 2014, the resident undergraduate tuition for lower-level and upper-level coursework shall be \$105.07 per credit hour. This section is also amended to eliminate the automatic annual tuition increases for these programs. In addition, amendments to this section modify provisions relating to tuition differentials and prohibits the establishment of and increase in tuition differential for a state university that is not designated as a preeminent state research university.
- Amends s. 1009.26, F.S., relating to tuition waivers to:
 - Expand tuition waiver benefit for recipients of a Purple Heart and other combat decorations enrolled at SUS and FCS institutions to also apply to Purple Heart and other combat decoration recipients enrolled at school district career centers and charter technical career centers.
 - Require a state university, a FCS institution, a district career center or a charter technical career center to waive out-of-state fees for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:
 - * Attended a secondary school in this state for 3 consecutive years immediately before graduating from a high school in this state;
 - * Apply for enrollment in an institution of higher education within months after high school graduation; and
 - * Submit an official Florida high school transcript as evidence of attendance and graduation.
 - Provide that tuition and fees charged to a student who qualifies for the out-of-state fee waiver may not exceed the tuition and fees charged to a resident student. The waiver is applicable for 110 percent of the required credit hours of the degree or certificate program for which the student is enrolled. Each state university, FCS institution, career center and charter technical career center must report to the Board of Governors (BOG) and the SBE, respectively, the

number and value of all fee waivers granted annually under this subsection. By October 1 of each year, the BOG and SBE must annually report for the previous academic year the percentage of resident and nonresident students enrolled systemwide. A student who is granted an out-of-state fee waiver under this subsection is not eligible for state financial aid and must not be reported as a resident for tuition purposes. In addition, a state university, a FCS institution, a career center, or a charter technical career center must, within the nonresident student enrollment systemwide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to the Congressman C.W. Bill Young Tuition Waiver Act over a student who is granted an out-of-state fee waiver under this subsection.

- Amends s. 1009.21, F.S., relating to the determination of resident status for tuition purposes to:
 - Codify a 2012 United States District Court for the Southern District of Florida ruling that U.S. citizens, who would otherwise meet Florida's residency requirements for tuition purposes but for their status as dependents and their parents' undocumented immigration status, may not be denied in-state tuition benefits based solely upon their parents' undocumented immigration status.
 - Modify the definition of a "parent" to include either one or both parents of a student, any guardian of a student, or any person in a parental relationship to a student.
 - Revise, for a dependent child, the residency classification for tuition purposes based on the period of continuous residence of the child in this state with an adult relative (who must be a legal resident of this state).
 - Change, from five years to three years, the period of continuous residence with an adult relative immediately before the child's enrollment in a state university, FCS institution, or technical center.
 - Modify the requirement regarding residency classification for tuition purposes based on marriage for an individual who physically resides in this state and marries a person who has maintained legal residence in this state for at least 12 consecutive months immediately prior to his or her spouse's enrollment in a state university, FCS institution, or technical center and who is a legal resident of this state
- Amends s. 1009.98, F.S. relating to the Florida Prepaid College Program to provide that, notwithstanding the amount assessed for registration fees, the tuition differential, local fees, or dormitory fees, the amount paid by the board to any state university on behalf of a qualified beneficiary of an advance payment contract purchased before July 1, 2024, may not exceed 100% of the amount charged by the state university for the aggregate sum of those fees.

SB 864 – Instructional Materials Adoption by Hays

AMENDS: Sections 1006.28, 1006.283, 1006.29, 1006.31, 1006.40, F.S.

CREATES: An unnumbered section of Florida Statutes

EFFECTIVE: July 1, 2013

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill increases local control over public K-12 instructional materials, provides greater transparency and accountability in the selection and use of instructional materials, and specifies that a district school board has the constitutional duty to select and provide adequate instructional materials and is responsible for the content of all instructional materials used in a classroom.

The bill amends s. 1006.28, F.S., relating to the duties of the school board, superintendent; and school principal regarding K-12 instructional materials to:

- Provide that each district school board is responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, F.S., or otherwise purchased or made available in the classroom.
- Require each district school board to adopt a policy regarding a parent's objection to his or her child's use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution.

- Require each district school board to establish a process by which the parent of a public school student may contest the district school board's adoption of a specific instructional material. The process must include the following elements:
 - The parent must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the material by the school board. The school board must make the form available to the public and publish the form on the school district's website.
 - The form must be signed by the parent, include the required contact information, and state the objection to the instructional material.
 - Within 30 days after the 30-day period has expired, the school board must conduct at least one open public hearing on all petitions timely received and provide the petitioner written notification of the date and time of the hearing at least 7 days before the hearing.
 - All instructional materials contested must be made accessible online to the public at least 7 days before a public hearing.
 - The school board's decision after convening a hearing is final and not subject to further petition or review.

The bill amends s. 1006.283, F.S., relating to the district school board instructional materials review process to:

- Provide that, if a district school board chooses to implement its own instructional materials program, the school board must adopt rules implementing the district's instructional materials program which must include its processes, criteria, and requirements for the following:
 - Selection of reviewers, one or more of whom must be parents with children in public schools.
 - Review of instructional materials.
 - Selection of instructional materials, including a thorough review of curriculum content.
 - Reviewer recommendations.
 - District school board adoption.
 - Purchase of instructional materials.
- Prove that district school board rules must also:
 - Identify, by subject area, a review cycle for instructional materials.
 - Specify the qualifications for an instructional materials reviewer and the process for selecting reviewers; list a reviewer's duties and responsibilities; and provide that all instructional materials recommended by a reviewer be accompanied by the reviewer's statement that the materials align with the state standards.
 - State the requirements for an affidavit to be made by each a district instructional materials reviewer which substantially meet the requirements of s. 1006.30, F.S.
 - Comply with s. 1006.32, F.S., relating to prohibited acts.
 - Establish a process that certifies the accuracy of instructional materials.
 - Incorporate applicable requirements of s. 1006.31, F.S. which relates to the duties of instructional materials reviewers.
 - Incorporate applicable requirements of s. 1006.38, F.S., relating to the duties, responsibilities, and requirements of publishers of instructional materials.
 - Establish the process by which instructional materials are adopted by the district school board, which must include:
 - * A process to allow student editions of recommended instructional materials to be accessed and viewed online by the public at least 20 calendar days before the school board hearing and public meeting specified in this bill. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials.
 - * An open, noticed school board hearing to receive public comment on the recommended instructional materials.
 - * An open, noticed public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased through the district school board instructional materials review process. This public meeting must be held on a different date than the school board hearing.

- * Notice requirements for the school board hearing and the public meeting that must specifically state which instructional materials are being reviewed and the manner in which the instructional materials can be accessed for public review.
- Establish the process by which the district school board will receive public comment on, and review, the recommended instructional materials.
- Establish the process by which instructional materials will be purchased, including advertising, bidding, and purchasing requirements.
- Establish the process by which the school district will notify parents of their ability to access their children's instructional materials through the district's local instructional improvement system and by which the school district will encourage parents to access the system. This notification must be displayed prominently on the school district's website and provided annually in written format to all parents of enrolled students.
- Require that the school district make available, upon request for public inspection, sample copies of all instructional materials that have been purchased by the district school board.

The bill also amends s. 1006.29, F.S., relating to state instructional materials reviewers to provide that DOE may assess and collect fees from publishers participating in the instructional materials approval process. The fees may not exceed the actual cost of the review process and may not exceed \$1,000 per submission by a publisher. Fees collected for this process must be deposited into the DOE Operating Trust Fund so that each instructional materials reviewer may be paid a stipend.

The bill amends s. 1006.31, F.S., relating to duties of the DOE and school district instructional materials reviewer to update terminology and to:

- Require that a reviewer use the selection criteria listed in s. 264 1006.34(2)(b), F.S., and recommend for adoption only those instructional materials aligned with the state standards provided for in s. 1003.41, F.S. Instructional materials recommended by each reviewer must be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, and suited to student needs and their ability to comprehend the material presented. Reviewers must consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer must:
 - Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States. (The terms "religious" and "physical" added to existing terms.)
 - Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.
 - Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.
 - Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation.

The bill amends s. 1006.40, F.S., relating to the use of the instructional materials allocation to:

- Provide that, beginning in the 2014-2015 fiscal year, each district school board must use at least 50 percent of the annual allocation, and may use all of the allocation, for the purchase of digital or electronic instructional materials that are consistent with district goals and objectives and the course descriptions adopted in rule by the SBE, align with the state standards provided for in s. 1003.41, F.S., and meet the requirements in s. 1006.31, F.S.

- Require each district school board to adopt rules, and each district school superintendent to implement procedures, that:
 - Maximize student use of the district-approved instructional materials.
 - Provide a process for public review of, public comment on, and the adoption of instructional materials that satisfies the requirements for public review and comment set forth in s. 1006.283, F.S., as amended by this bill.

The bill creates an unnumbered section of Florida Statutes to provide that this bill does not limit or remove the responsibility of each school district to include in its curriculum the required instruction specified in s. 1003.42, F.S., including, but not limited to: the history of the United States; the history of the Holocaust; the history of African Americans; the study of Hispanic contributions to the United States; the study of women's contributions to the United States; the nature and importance of free enterprise to the United States economy; patriotism; the events surrounding the terrorist attacks occurring on September 11, 2001; the elementary principles of agriculture; and kindness to animals.

HB 977 – Motor Vehicle Insurance & Driver Education for Children in Care by Albritton

AMENDS: Sections 39.701, 1003.48, F.S.

CREATES: Sections 409.1454, 743.047, F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

This bill deals primarily with the establishment of a three-year pilot program within the Department of Children and Families to pay the cost of driver education, licensure, and motor vehicle insurance for young adults in foster care. Of particular interest to school districts, the bill amends s. 1003.48, F.S., relating to instruction of the operation of motor vehicles to require a secondary school to provide preferential enrollment in a driver education course to a student who is in the custody of the Department of Children and Families if the student maintains appropriate progress as required by the school.

SB 1642 – Education Accountability by Education

AMENDS: Sections 1001.42, 1002.23, 1003.621, 1008.22, 1008.31, 1008.33, 1008.34, 1008.341, 1008.345, 1011.64, 1012.34, 1012.341, F.S.

EFFECTIVE: July 1, 2014

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill makes substantial changes to Florida's public school statewide assessment and accountability system, including revisions to school grading and school improvement rating systems.

The bill amends s. 1008.34, F.S., relating to the school grading system, school report cards, and district grades. The bill describes and defines the following terms and others:

- "Achievement level," "student achievement," or "achievement" describes the level of content mastery a student has acquired in a particular subject as measured by a statewide, standardized assessment. There are five achievement levels – Level 1 is the lowest, Level 5 is the highest, and Level 3 indicates satisfactory performance. A student passes an assessment if the student achieves a Level 3 or higher. For purposes of the Florida Alternate Assessment, the state board must provide, in rule, the number of achievement levels and identify the achievement levels that are considered passing.
- "Learning Gains," "annual learning gains," or "student learning gains" means the degree of student learning growth occurring from one school year to the next as required by state board rule for purposes of calculating school grades.
- "Student performance," "student academic performance," or "academic performance" includes, but is not limited to, student learning growth, achievement levels, and Learning Gains on statewide, standardized assessments.

The bill revises provisions relating to the designation of school grades to:

- Require that each school must assess at least 95 percent of its eligible students except for alternative schools receiving a school improvement rating.
- Require each school to receive a school grade based on the schools' performance as required in this section, as amended.
- Provide that, if a school does not have at least 10 students with complete data for one or more of the required components, those components may not be used in calculating the school's grade.
- Provide that, beginning with the 2014-2015 school year, a school's grade must be based on the following components, each worth 100 points:
 - a. The percentage of eligible students passing statewide, standardized assessments in English Language Arts (ELA).
 - b. The percentage of eligible students passing statewide, standardized assessments in mathematics.
 - c. The percentage of eligible students passing statewide, standardized assessments in science.
 - d. The percentage of eligible students passing statewide, standardized assessments in social studies.
 - e. The percentage of eligible students who make Learning Gains in ELA as measure by statewide, standardized assessments.
 - f. The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments.
 - g. The percentage of eligible students in the lowest 25 percent in ELA, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized ELA assessments.
 - h. The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized mathematics assessments.
 - i. For schools comprised of middle grades 6 - 8 or grades 7 - 8, the percentage of eligible students passing high school level statewide, standardized EOC assessments or attaining national industry certifications identified in the Industry Certification Funding List pursuant to rules adopted by the SBE.

In calculating components a - d above, the SBE will include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years. In calculating Learning Gains for components e - h above, the SBE must require that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year.

- Provide that, for a school comprised of grades 9 - 12 or grades 10 - 12, the school's grade shall also be based on the following components, each worth 100 points:
 - a. The four-year high school graduation rate of the school, as defined by SBE rule.
 - b. The percentage of students who were eligible to earn college credit through AP Exams, dual enrollment courses, or AICE Exams, or who, at any time during high school, earned national industry certification for which there is a statewide articulation agreement and that is identified in the Industry Certification funding List. (Other existing criteria for high school grades are deleted.)
- Provide that the calculation of a school grade must be based on the percentage of points earned from the applicable components. The SBE must adopt in rule a school grading scale that sets the percentage of points needed to earn each of the school grades. There must be at least five percentage points separating the percentage thresholds needed to earn each of the school grades.
- Require that the SBE periodically review the school grading scale to determine if the scale should be adjusted upward to meet raised expectations and encourage increased student performance. If the SBE adjusts the grading scale upwards, the SBE must inform the public and the school districts of the reasons for and degree of adjustment and its anticipated impact on school grades.
- Provide that the calculation of school grades may not include any provision that would raise or lower the school's grade beyond the percentage of points earned. Extra weight may not be added to the calculation of any components.

- Add to the information provided in the school report card to include student performance in English Language Arts, mathematics, science, and social studies.
- Delete reference to the Legislature factoring in the performance of schools in calculating any performance-based funding policy that is provided for annually in the General Appropriations Act.

The bill revises the calculation of the district grade so that, beginning in the 2014-2015 school year, a school district's grade must include a district-level calculation of the components included in the new school grades. In addition, DOE is directed to develop a district report card that includes:

- The district's grade.
- Measures of the district's progress in closing the achievement gap between higher-performing student subgroups and lower-performing student subgroups.
- Measures of the district's progress in demonstrating Learning Gains of its highest-performing students.
- Measures of the district's success in improving student attendance.
- The district's grade-level promotion of students scoring achievement levels 1 and 2 on statewide, standardized ELA and mathematics assessments.
- Measures of the district's performance in preparing students for the transition from elementary to middle school, middle to high school, and high school to postsecondary institutions and careers.

The bill establishes a procedure for the transition from current school grading system and the grading system as amended by this bill. School grades and school improvement ratings for the 2013-2014 school year shall be calculated based on statutes and rules in effect on June 30, 2014. To assist in the transition to 2014-2015 school grades that will be calculated based on new statewide, standardized assessments, the 2014-2015 school grades shall serve as an informational baseline for schools to work toward improved performance in future years. Accordingly, notwithstanding any other provision of law, and subject to repeal on July 1, 2017:

- A school may not be required to select and implement a turnaround option pursuant to s. 1008.33, F.S., in the 2015-2016 school year based on the school's 2014-2015 grade or school improvement rating.
- A school or approved provider under s. 1002.45, F.S., that receives the same or a lower school grade or school improvement rating for the 2014-2015 school year compared to the 2013-2014 school year is not subject to sanctions or penalties that would otherwise occur as a result of the 2014-2015 school grade or rating.
- A charter school system or a school district designated as high performing may not lose the designation based on the 2014-2015 school grades of any of the schools within the charter school system or school district, as applicable.
- The Florida School Recognition Program shall continue to be implemented as otherwise provided in the General Appropriations Act.
- For purposes of determining grade 3 retention pursuant to s. 1008.25(5), F.S., and high school graduation pursuant to s. 1003.4282, F.S., student performance on the 2014-2015 statewide, standardized assessments shall be linked to 2013-2014 student performance expectations.

The bill amends s. 1008.341, F.S. relating to school improvement rating for alternative schools to:

- Require that, if an alternative school does not have at least 10 students with complete data for an accountability component, that component may not be used in calculating the school's improvement rating. The calculation of the school improvement rating must be based on the percentage of points earned from the accountability components.
- Provide that, beginning with the 2016-2017 school year, if an alternative school does not meet the requirements for the issuance of a school improvement rating in the current year, and has failed to receive a school improvement rating for the prior 2 consecutive years, the school must receive a rating for the current year based upon a compilation of all student Learning Gains, for all grade levels, for those 3 years. Likewise, if the school fails to meet the requirements for a rating the following year or any year thereafter, the school's rating shall be based on a compilation of student Learning Gains achieved during the current and prior 2 years.

- The school improvement ratings are modified to be “Commendable,” “Maintaining” or “Unsatisfactory” depending upon the Learning Gains of students.
- An alternative school’s rating shall be based on the percentage of eligible students who make Learning Gains in English Language Arts and the percentage of eligible students who make Learning Gains in mathematics (other existing school improvement rating criteria are deleted).

The bill also amends s. 1008.22, F.S. relating to student assessment program for public schools to add provisions relating to a child with medical complexity. The bill:

- Defines a child with medical complexity to mean a child who, based upon medical documentation from a physician licensed under chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease, has a severe neurological or cognitive disorder with marked functional impairment, or is technology dependent for activities of daily living, and lacks the capacity to take or perform on an assessment.
- Provides that, in addition to the exemption option provided for under s. 1008.212, F.S., relating to students with disabilities, effective July 1, 2014, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of the bill.
- Provides that, if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options:
 - One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team’s determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent must report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.
 - One- to three-year exemption approved by the Commissioner. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team’s determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to three years. The SBE must adopt rules to administer these provisions which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent’s and child’s needs.
 - Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval of a permanent exemption; the IEP team’s determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FAA. The SBE must adopt rules to administer these provisions which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent’s and child’s needs.
- Requires the Commissioner of Education to annually report to the Legislature data, by district, related to the implementation of these provisions at the same time as results are reported regarding student performance on statewide, standardized assessments.

The bill also amends s. 1008.22, F.S., with regard to local assessments to:

- Provide that, except for those subjects and grade levels measured by the statewide, standardized assessment program, beginning with the 2014-2015 school year, each school district must administer for each course offered in the district a local assessment that measures student mastery of course content at the necessary level of rigor for the course. Local assessments may include:

- State assessments.
 - Other standardized assessments, including nationally recognized standardized assessments.
 - Industry certification assessments.
 - District-developed or district-selected EOC assessments.
 - Teacher-selected or principal-selected assessments.
- Require each district school board to adopt policies for selection, development, administration, and scoring of local assessments and for collection of assessment results. District-developed or district-selected EOC assessments and Teacher-selected or principal-selected assessments may include a variety of assessment formats, including, but not limited to, project-based assessments, adjudicated performances, and practical application assignments. For all ELA, mathematics, science, and social studies courses offered in the district that are used to meet graduation requirements under ss. 1002.3105, 1003.4281, or 1003.4282, F.S., and that are not otherwise assessed by statewide, standardized assessments, the district school board must select from the first four assessments described above.

The bill amends s. 1012.34, F.S., relating to personnel evaluation procedures and criteria to:

- Require the district school superintendent to provide instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Require the district school superintendent to annually report accurate class rosters for the purpose of calculating district and statewide student performance and annually report the evaluation results of instructional personnel and school administrators to the DOE.
- Require that the Commissioner's annual report on each district's instructional personnel and school administrator evaluation systems include each district's performance-level standards, a comparative analysis of the district's student academic performance results and evaluation results.
- Require school districts to measure student learning growth using formulas approved by Commissioner for courses associated with statewide assessments no later than school year immediately following year the formula approved by Commissioner.
- Require that each district to measure performance of students for grades and subjects not assessed by statewide assessments using methodology determined by the district.
- Provide that, for the 2014-2015 school year only, a school district may use measurable learning targets on local assessments to evaluate the performance of students portion of a classroom teacher's evaluation for courses that are not assessed by statewide, standardized assessments.
- Provide that, with respect to the transition to new statewide, standardized assessments, the SBE must establish standards for each performance level beginning with the 2015-2016 school year.
- Provide that school districts are eligible for bonus rewards for making outstanding progress toward educator effectiveness, including implementation of instructional personnel salaries based on performance results and the use of local assessment results in personnel evaluations when statewide, standardized assessments are not administered.

The bill amends s. 1008.345, F.S., relating to the implementation of the state system of school improvement and education accountability to revise the required contents of the Commissioner's report to the Legislature. The report must include:

- For each school district, the percentage of students, by school and grade level, demonstrating learning growth in English Language Arts and mathematics and the percentage of students, by school and grade level, in both the highest and lowest quartile demonstrating learning growth in English Language Arts and mathematics.
- Intervention and support strategies used by school boards whose students in both the highest and lowest quartiles exceed the statewide average learning growth for students in those quartiles.
- Intervention and support strategies used by school boards whose schools provide educational services to youth in Department of Juvenile Justice programs that demonstrate learning growth in English Language Arts and mathematics that exceeds the statewide average learning growth for students in those subjects.

HB 5005 – FRS Contribution Rates by Appropriations

AMENDS: Sections

EFFECTIVE: July 1, 2014

The bill sets the employer-paid contributions for the normal cost rates, the retiree health insurance subsidy (HIS) program, the unfunded actuarial liability (UAL) rates, and the administrative and educational fees for the FRS, as follows:

CLASS	FRS		HIS		UAL		ADMIN/ED		TOTAL	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Regular	3.53%	3.53%	1.20%	1.26%	2.19%	2.54%	0.03%	0.04%	6.95%	7.37%
Special Risk	11.00%	11.01%	1.20%	1.26%	6.83%	7.51%	0.03%	0.04%	19.06%	19.82%
County Elected Officers	8.44%	8.36%	1.20%	1.26%	23.36%	33.58%	0.03%	0.04%	33.03%	43.24%
Senior Management	4.81%	4.80%	1.20%	1.26%	12.27%	15.04%	0.03%	0.04%	18.31%	21.14%
DROP	4.63%	4.30%	1.20%	1.26%	7.01%	6.72%	0.00%	0.00%	12.84%	12.28%

HB 5101 – Education Funding by Education by Appropriations

AMENDS: Sections 215.61, 1001.03, 1001.11, 1001.20, 1002.32, 1002.33, 1002.45, 1004.32, 1006.38, 1006.73, 1006.735, 1007.01, 1007.27, 1007.271, 1007.33, 1009.23, 1009.24, 1009.55, 1011.62, 1011.71, F.S.

CREATES: Sections 1004.444, 1007.2616, 1009.893, F.S.

REPEALS: Sections 1006.281, 1002.282, 1006.72, F.S.

EFFECTIVE: July 1, 2014, except as otherwise expressly provided

The bill provides numerous revisions to Florida Statutes to conform with the allocations in the General Appropriations Act.

K-12 Funding Issues

Capital Outlay

The bill amends s. 215.61, F.S., relating to public education capital outlay bonds to provide that the first priority for the use of the moneys in the PECO Trust Fund is the payment of the principal and interest due each year on bonds secured by gross receipts tax revenues. The bill requires the SBE, at least once per month, to deposit into a sub-account of the Trust Fund, one-sixth of the amount due on the next interest payment date and one-twelfth of the amount due on the next principal payment date for all bonds secured by a pledge of gross receipts taxes. If there are insufficient funds to make this required deposit, the SBE must deposit the amount available into the sub-account and, in the following month, add an amount equal to the previous month's shortfall to the required deposit. The SBE must transfer funds deposited into the separate account to the State Board of Administration by the 20th day of the month before a principal or interest payment on bonds issued is due.

The bill also creates an unnumbered section of Florida Statutes to set this payment plan in motion by providing that, on or before June 30, 2014, the SBE must transfer two-sixths of the amount due on the next interest payment date and two-twelfths of the amount due on the next principal payment date for all outstanding bonds issued from cash balances in the Public Education Capital Outlay and Debt Service Trust Fund to the separate account. This provision takes effect upon becoming law.

Digital Classrooms and Technology

The bill amends s. 1011.62, F.S. relating to funds for the operation of schools to establish the Florida Digital Classrooms Allocation within the FEFP to support school district and school efforts and strategies to improve student performance by integrating technology in classroom teaching and learning. Each district school board must adopt a district digital classrooms plan that meets the unique needs of students, schools, and personnel and submit the plan to DOE for approval. Districts are required to seek input from the district's instructional, curriculum, and information technology staff to develop the district digital classrooms plan. In addition, if the district participates in federal technology initiatives and grant programs, the district digital classrooms plan must include a plan for meeting the requirements of these federal initiatives and grant programs. Funds provided in the Digital Classrooms Allocation must be used to support implementation of district digital classrooms plans.

By October 1, 2014, and by March 1 of each year thereafter each district school board must submit a digital classrooms plan to DOE. At a minimum, the plan must include, and be annually updated to reflect, the following:

- Measurable student performance outcomes, including performance outcomes for students with disabilities. Results of the outcomes must be reported at least annually for the current school year and subsequent 3 years and be accompanied by an independent evaluation and validation of the reported results.
- Digital learning and technology infrastructure purchases and operational activities. Such purchases and activities must be tied to the measurable student performance outcomes. For each year that the district uses funds for infrastructure, a third-party, independent evaluation of the district's technology inventory and infrastructure needs must accompany the district's plan.
- Professional development purchases and operational activities. Such purchases and activities must be tied to the measurable student performance outcomes.
- Digital tool purchases and operational activities. Such purchases and activities must be tied to the measurable student performance outcomes and meet or exceed minimum requirements and protocols established by DOE.
- Online assessment-related purchases and operational activities. Such purchases and activities must be tied to the measurable student performance outcomes and compatible with minimum assessment protocols and requirements established by DOE.

The Legislature will annually provide the allocation for implementation of the Digital Classrooms plan to be calculated in an amount up to 1 percent of the base student allocation multiplied by the total K-12 full-time equivalent student enrollment included in the FEFP calculations for the legislative appropriation or as provided in the General Appropriations Act. Each school district shall be provided a minimum of \$250,000, with the remaining balance of the allocation to be distributed based on each district's proportion of the total K-12 full-time equivalent student enrollment.

Distribution of funds shall begin following submittal of each district's digital classrooms plan which must include formal verification of the superintendent's approval of the digital classrooms plan of each charter school in the district, and approval of the plan by DOE. Prior to the distribution of the funds, each district school superintendent must certify to the Commissioner that the district school board has approved a comprehensive district digital classrooms plan that supports the fidelity of implementation of the Florida Digital Classrooms Allocation. District allocations shall be recalculated during the fiscal year consistent with the periodic recalculation of the FEFP. School districts must provide a proportionate share of the digital classrooms allocation to each charter school in the district as required by s. 1002.33(17)(b), F.S.. A school district may use a competitive process to distribute funds to the schools within the school district.

To facilitate the implementation of the district digital classrooms plans and charter school digital classrooms plans, the Commissioner must support statewide, coordinated partnerships and efforts of this state's education practitioners in the field, including, but not limited to, superintendents, principals, and teachers, to identify and share best practices, corrective actions, and other identified needs.

Beginning in the 2015-2016 fiscal year and each year thereafter, each district school board must report to DOE on its use of these funds and student performance outcomes in accordance with the district's digital classrooms plan. DOE is authorized to contract with an independent third-party entity to conduct an annual independent verification of the district's use of these funds in accordance with the district's digital classrooms plan. In the event an independent third-party verification is not conducted, the Auditor General shall, during scheduled operational audits of the school districts, verify compliance. No later than October 1 of each year, beginning in the 2015-2016 fiscal year, the Commissioner must provide to the Governor and legislative leaders a summary of each district's use of funds, student performance outcomes, and progress toward meeting statutory requirements and timelines.

Each school district must provide teachers, administrators, students, and parents with access to:

- Instructional materials in digital or electronic format.
- Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to ss. 1003.4203 and 1008.44, F.S.
- Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and monitor student performance data.

To support and conform with the provisions of the Florida Digital Classrooms Allocation, the bill:

- Amends s. 1001.11, F.S., relating to the duties of the Commissioner to direct the commissioner to oversee the development and implementation of the 5-year strategic plan for establishing Florida digital classrooms to assist school districts in their efforts to integrate technology in classroom teaching and learning to improve student performance.
- Amends s. 1001.20, F.S., relating to the DOE Office of Technology and Information Services to provide that this Office is responsible for developing a 5-year strategic plan for establishing Florida digital classrooms by October 1, 2014, and annually updating the plan by January 1 each year thereafter. The Florida digital classrooms plan must be provided to each school district and published on the department's website. The bill lists required elements of the strategic plan.
- Creates s. 1007.2616, F.S., relating to computer science and technology instruction to establish digital classrooms. Elementary and middle schools are authorized to establish digital classrooms in which students are provided opportunities to improve digital literacy and competency, to learn digital skills, and to earn digital tool certificates and certifications and grade-appropriate, industry certifications. High schools may provide students opportunities to take computer science courses to satisfy high school graduation requirements, including, but not limited to, the following:
 - High school computer science courses of sufficient rigor such that one credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement (except for Algebra I or higher-level mathematics), or up to one credit of the science requirement (except for Biology I or higher-level science) for high school graduation.
 - High school computer technology courses in 3D rapid prototype printing of sufficient rigor such that one or more credits in such courses and related industry certifications earned may satisfy up to two credits of mathematics required for high school graduation (except for Algebra I).
- Amends s. 1002.33, F.S., relating to charter schools to provide that charter schools are eligible for funding from the Florida Digital Classrooms allocation. In addition, the administrative fee withheld by the sponsor of a virtual charter school must be used to cover the cost of specified services and for implementation of the school district's digital classroom plan. This section is also amended to provide that, at the beginning of each school year, school districts to provide notification to parents and students about a student's right and choice to participate in a virtual instruction program.
- Amends s. 1002.45, F.S., relating to virtual instruction programs to provide that the school district must expend the difference in funds provided for a student participating in the school district virtual instruction program and the price paid for contracted services for implementation of the school district's digital classrooms plan.
- Repeals s. 1006.281, F.S., relating to local instructional improvement systems. The bill also repeals s. 1006.282, F.S., relating to a pilot program for the transition to electronic and digital instructional materials.

- Amends s. 1011.71, F.S., relating to the district school tax to authorize the use of revenue from the district's 1.5 mill capital outlay millage to fund the school district's digital classrooms plan. Reference to the use of these funds for the electronic learning management system are deleted and the program has been repealed (see above regarding repeal of s. 1006.281, F.S.).

Sparsity Supplement

The bill amends s. 1002.32, F.S., relating to developmental research schools to provide that each eligible lab school in operation as of September 1, 2013 that has a permanent high school center will receive a proportional share of the sparsity supplement funds.

Dual Enrollment

The bill amends s. 1007.271, F.S. relating to dual enrollment. The bill replaces the term "Florida College System" institution with "postsecondary" institution to reflect that dual enrollment options are available with universities. The bill also revises and clarifies a school district's responsibility for payment of tuition for dually enrolled students to provide:

- School districts shall pay public postsecondary institutions the standard tuition rate per credit hour when dual enrollment course such instruction takes place on the postsecondary institution's campus and the course is taken during the fall or spring term.
- When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution's proportion of salary and benefits to provide the instruction.
- When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution.

This section is also amended to provide that, subject to annual appropriation, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term.

Additional Hour of Reading Instruction

The bill amends s. 1011.62, F.S., relating to funding for the Supplemental Academic Instruction categorical and the Research Based Reading Allocation with regard to the additional hour of reading instruction that must be provided in low performing elementary schools. The bill increases, from 100 to 300, the number of elementary schools that must provide this instruction. In addition, this section is amended to provide that the additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading or by a K-5 mentoring reading program that is supervised by a teacher who is effective at teaching reading.

Postsecondary Issues

Postsecondary Technology

The bill creates s. 1004.444, F.S., to establish the Florida Center for Cybersecurity within the University of South Florida. The goals of the Center are to:

- Position Florida as the national leader in cybersecurity and its related workforce through education, research, and community engagement.
- Assist in the creation of jobs in the state's cybersecurity industry and enhance the existing cybersecurity workforce.
- Act as a cooperative facilitator for state business and higher education communities to share cybersecurity knowledge, resources, and training.
- Seek out partnerships with major military installations to assist, when possible, in homeland cybersecurity defense initiatives.
- Attract cybersecurity companies to the state with an emphasis on defense, finance, health care, transportation, and utility sectors.

The bill substantially amends s. 1007.73, F.S. to establish the Florida Academic Library Services Cooperative (Cooperative) to provide a single library automation system and associated resources and services that all public postsecondary institutions shall use to support learning, teaching, and research needs. The Cooperative shall:

- Develop and manage a library information portal and automated library management tools for use by Florida College System (FCS) institutions and state universities. The bill provides a list of services and functions to be provided by the Cooperative.
- In collaboration with library staff from FCS institutions and state universities, coordinate the negotiation of statewide licensing of electronic library resources and preferred pricing agreements, issue purchase orders, and enter into contracts for the acquisition of library support services, electronic resources, and other goods and services necessary to carry out its duties.
- Promote and provide recommendations concerning the use and distribution of open-access textbooks and education resources as a method for reducing costs and work with public postsecondary education institutions in developing a standardized process for the review and approval of open-access textbooks and education resources.
- Provide help desk support, training, and consultation services to institutions and students.
- Receive all data center services from the Northwest Regional Data Center.

The University of West Florida is directed to hire a director for the Cooperative who shall report to and is under the supervision and direction of the director of the Complete Florida Plus Program. Beginning December 31, 2014, and each year thereafter, the University of West Florida must submit a report to legislative leaders describing the implementation and operation of the Cooperative.

The bill amends s. 1006.735, F.S., relating to the Complete Florida Plus Degree Program which is created at the University of West Florida. The purpose of the Program is to:

- Facilitate degree completion for the state's adult learners.
- Provide information regarding, and access to, distance learning courses and degree programs offered by public postsecondary education institutions within the state.
- Coordinate with the Florida College System and the State University System to identify and provide online academic support services and resources.
- Administer the Florida Academic Library Services Cooperative and consult with the chancellors of the FCS and the SUS regarding the implementation and operations of the Cooperative.

The Complete Florida Plus Program shall develop and manage a statewide Internet-based catalog of distance learning courses, degree programs, and resources offered by public postsecondary education institutions which is intended to assist in the coordination and collaboration of articulation and access. The Program will also make available, on a statewide basis, online student services and support, including, among others:

- A streamlined online admissions application process to be used by all postsecondary institutions.
- A K-20 statewide computer-assisted student advising system to support career and education planning for the K-12 system.
- A method for identifying and evaluating new technologies and instructional methods for improving distance learning instruction.

Beginning December 31, 2014, and each year thereafter, the University of West Florida must submit a report to legislative leaders regarding the implementation and operation of all components of the Complete Florida Plus Program.

The bill amends s. 1007.01, F.S., relating to articulation to require the Articulation Coordinating Committee to make recommendations regarding the cost and requirements to develop and implement an online system for collecting and analyzing data regarding requests for transfer of credit by postsecondary education students. The online system, at a minimum, must collect information regarding the total number of credit transfer requests denied and the reason for each denial. Recommendations shall be reported to legislative leaders before January 31, 2015.

Student Financial Aid

The bill creates s. 1009.893, F.S., to establish the Florida National Merit Scholarship Incentive Program. The Program is created to reward any Florida high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2014-2015 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution. The bill provides that the Program will be administered by DOE, establishes eligibility requirements for initial and renewal scholarship awards, and authorized use of scholarship funds. The SBE is directed to adopt rules to administer this Program.

The bill amends s. 1009.55, F.S., relating to the Rosewood Family Scholarship Program to increase the annual award from \$4,000 to \$6,100.

Degree Programs

The bill amends s. 1001.03, F.S., relating to the powers of SBE with regard to Florida College System Baccalaureate Degree programs to provide that the SBE may not approve Florida College System institution baccalaureate degree program proposals from March 31, 2014 through May 31, 2015.

The bill amends s. 1004.32, F.S., relating to New College of Florida to provide New College of Florida must establish a 2-year master's degree program in data science and analytics upon approval from the Board of Governors.

The bill amends s. 1007.33, F.S., relating to state determined baccalaureate degree access to provide that the Board of Trustees of St. Petersburg College may not establish any new baccalaureate degree programs from March 31, 2014 through May 1052 31, 2015.

The bill creates an unnumbered section of Florida Statutes require the Pasco County Sheriff's Office and Pasco Hernando State College to negotiate an inter-local agreement governing the operation of the Law Enforcement and Corrections Academy at Pasco Hernando State College for the training of officers and employees of the Pasco Sheriff's Office.

HB 5601 – Taxation by Finance & Tax

AMENDS: Several sections of Florida Statutes

EFFECTIVE: Upon becoming a law, except as otherwise expressly provided

This bill, together with SB 156 relating to motor vehicle registration fees, make up the \$500 million tax cut package sought by the Governor and Legislature this year.

Of particular interest to school boards, the bill creates a new revenue stream for the construction and maintenance of educational facilities. The bill provides for an additional gross receipts tax of 2.6.% to be levied on certain electrical power or energy. This equates to an additional \$161 million per year being directed into the PECO Trust Fund.

In addition, this bill establishes a Back-to-School sales tax holiday during the period from 12:01 a.m. on August 1, 2014, through 11:59 p.m. on August 3, 2014. During that time, no sales tax will be collect on the sale of:

- Clothing, wallets, or bags, including handbags, backpacks, fanny packs, and diaper bags having a sales price of \$100 or less per item. The bill defines the term "clothing" and specifies that certain items are not included in the definition.
- School supplies having a sales price of \$15 or less per item.
- On the first \$750 of the sales price of personal computers or personal computer-related accessories purchased for noncommercial home or personal use. The bill defines terms "personal computers" and "computer related accessories" and specifies that certain items are not included in the definitions.

HB 7015 – Military & Veteran Support by Veteran & Military Affairs

AMENDS: Sections 250.10, 250.35, 288.0001, 295.065, 295.07, 19 295.08, 295.085, 296.06, 296.36, 322.031, 322.121, 455.212, 456.013, 468.304, 456.024, 458.315, 459.0076, 499.012, 1002.33, 1009.26, F.S.

CREATES: Sections 265.0031, 295.188, 295.21, 295.22, 295.23, 458.3151, 459.00761, and unnumbered sections, F.S.

EFFECTIVE: July 1, 2014, except as otherwise expressly provided

This bill addresses a number of programs and services intended to aid and support members and veterans of the armed services. Of particular interest to school boards, the bill:

- Amends s. 250.10 and unnumbered sections, F.S. to appropriate funds to the Department of Military Affairs (DMA) to supplement the Educational Dollars for Duty (EDD) program and to help provide educational opportunities to Florida National Guard members. The Adjutant General is directed to adopt rules that provide guidelines for authorizing online courses, industry certification training, and continuing education to maintain license certification. The Adjutant General is authorized to reimburse a Guard member for textbook and instructional material costs, but only after tuition and fees for all participants are paid for that fiscal year.
- Amends s. 1002.33, F.S. to encourage military installation commanders to collaborate with the Commissioner of Education to establish charter schools on military installations, and directs the SBE, through the commissioner, to supervise this collaboration. The bill recognizes that within this framework, a school district retains its duties as a sponsor of a charter school established on a military installation.
- Amends s. 1009.26, F.S. to create the “Congressman C.W. ‘Bill’ Young Veteran Tuition Waiver Program” and to provide a mandatory out-of-state fee waiver for honorably discharged veterans of the United States Armed Forces, United States Reserve Forces, or the National Guard, who reside in the state while enrolled at a state college, state university, career center operated by a school district under s. 1001.44, or charter technical center. Because it is mandatory, the fee waiver authorized in this bill will not be included for purposes of determining whether a school district providing workforce education programs or a state college has reached the limitation set in law.
- Amends several sections of Florida Statutes regarding veterans’ preference in employment to increase the field of persons eligible for veterans’ preference to include all veterans, Guard members, United States Reserve Forces, and Gold Star mothers, fathers, and legal guardians. The bill also amends the point system for placement into positions that are determined by an examination.
- The bill amends s. 455.213, F.S., to extend the time allowed by the Florida Department of Business and Professional Regulation for the fee waiver from 24 months to 60 months. Further, the bill extends the fee waiver to include the spouse of a military servicemember at the time of discharge.
- Amends s. 322.031, F.S., to exempt an active duty military servicemember’s spouse, and dependents who reside with him or her, from obtaining a Florida driver license if the servicemember’s spouse begins employment in this state or a dependent of the servicemember enrolls in a Florida public school.

HB 7029 – Code of Student Conduct by K-12

AMENDS: Section 1006.07, F.S.

EFFECTIVE: Upon becoming a law

THIS BILL HAS SCHOOL BOARD POLICY IMPLICATIONS

The bill amends s. 1006.07, F.S., relating to district school board duties relating to student discipline and school safety. The bill adds to the required contents of the district adopted Code of Student Conduct to specify that simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system. Simulating a firearm or weapon while playing includes, but is not limited to:

- Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
- Possessing a toy firearm or weapon that is 2 inches or less in overall length.
- Possessing a toy firearm or weapon made of plastic snap-together building blocks.
- Using a finger or hand to simulate a firearm or weapon.
- Vocalizing an imaginary firearm or weapon.
- Drawing a picture, or possessing an image, of a firearm or weapon.
- Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

The bill provides that a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student, including referral to the criminal justice or juvenile justice system, must be proportionate to the severity of the infraction and consistent with district school board policies for similar infractions. If a student is disciplined for such conduct, the school principal must call the student's parent. Disciplinary action resulting from a student's clothing or accessories must be determined pursuant to the district dress code unless the wearing of the clothing or accessory causes a substantial disruption to student learning, in which case the infraction may be addressed in a manner that is consistent with district school board policies for similar infractions. These provisions do not prohibit a public school from adopting a school uniform policy.

HB 7031 – Education / Revisor by K-12

AMENDS: Sections 11.45, 120.74, 409.1451, 496.404, 775.215, 984.151, 1001.26, 1001.35, 1002.20, 1002.31, 1002.3105, 1002.321, 1002.33, 1002.34, 1002.345, 1002.39, 1002.41, 1002.45, 1002.455, 1003.01, 1003.02, 1003.03, 1003.41, 1003.4156, 1003.4281, 1003.4282, 1003.4285, 1003.438, 1003.49, 1003.493, 1003.4935, 1003.57, 1003.621, 1004.0961, 1004.935, 1006.147, 1006.15, 1006.28, 1006.31, 1006.34, 1006.40, 1006.42, 1007.02, 1007.2615, 1007.263, 1007.264, 1007.265, 1007.271, 1008.22, 1008.25, 1008.33, 1008.3415, 1009.22, 1009.40, 1009.531, 1009.532, 1009.536, 1011.62, 1011.80, 1012.05, 1012.22, 1012.34, 1012.44, 1012.561, 1012.885, 1012.975, 1012.98, 1013.35, 1013.47, F.S.

REPEALS: Sections 1000.01(5), 1000.21(7), 1000.33, 1000.37, 1001.10(6)(h), 1001.25, 1001.47(7), 1001.50(6), 1001.62, 1001.73(3), 1002.415, 1002.65, 1003.428, 1003.451(5), 1004.02(4), 1004.3825, 1004.387, 1004.75, 1006.141, 1006.148(2), 1008.331, 1008.35, 1009.56, 1009.69, 1009.91, 1009.94, Part V of Chapter 1009, 1011.71(3)(b)(c), 1011.76, 1012.33, 1012.595, 1013.49, 1013.512, F.S. and Section 20 of Chapter 2010-24, L.O.F.

EFFECTIVE: Upon becoming a law

The bill provides numerous clarifying revisions, repeals terminated or unfunded programs, corrects cross-references, removes obsolete effective dates, eliminates duplicate reporting requirements, repeals completed pilot programs, and updates terminology. Of particular note, the bill:

- Replaces references to FCAT and common core standards with more generic terms such as state-wide standardized assessment and standards.
- Clarifies and corrects provisions implemented as a result of the passage of SB 1076 in 2013 to identify how new testing and graduation requirements impact different cohorts of students.
- Amends s. 11.45, F.S., relating to the Auditor General reporting requirements to provide that the Auditor General must notify the Legislative Auditing Committee of any financial or operational audit report that indicates that a district school board has failed to take corrective action in response to a recommendation that was included in two preceding financial or operational audit reports. The Legislative Auditing Committee may direct the district school board to explain why corrective action has not been taken and the committee may require the board chair to appear before the committee. If corrective action is not taken or a board has failed to comply with committee requests, the committee must refer the matter to the SBE.

- Amends s. 120.74, F.S., relating to agency review, revision and report. Current law requires each agency to review and revise its rules as often as necessary, perform a formal review of its rules every 2 years, and requires several reports to the Legislature. The bill exempts educational units from these requirements. Educational unit is defined as a local school district, community college district, Florida School for the Deaf and the blind and a state university.
- Amends s. 984.151, F.S., relating to truancy petitions to authorize the designee of the superintendent may file a truancy petition.
- Amends s. 1001.26, F.S., relating to public broadcasting. Among other things, this section is amended to relocate a provision from s. 1001.25, F.S., that is repealed by the bill. This provision states that the facilities, plant, or personnel of any educational television station that is supported in whole or in part by state funds may not be used directly or indirectly for the promotion, advertisement, or advancement of any political candidate for any municipal, county, legislative, congressional, or state office. Fair, open and free discussion between political candidates for municipal, county, legislative, congressional, or state office may be permitted in order to help materially reduce the excessive cost of campaigns and to ensure that the state's citizens are fully informed about issues and candidates in campaigns. This also applies to the advocacy for, or opposition to, a specific existing or proposed program of governmental action, which includes, but is not limited to, constitutional amendments, tax referenda, and bond issues. Violation of any prohibition contained in this section is a misdemeanor of the second degree.
- Amends s. 1001.34, F.S., relating to membership of district school boards to provide that a district school board may modify the number of members on its board by adopting a resolution that establishes the total number of members on the board, which may not be less than five, and the number of members who shall be elected by residence areas or elected at large. The resolution must specify an orderly method and procedure for modifying the membership of the board, including staggering terms of additional members as necessary. If the resolution is adopted, the district school board must submit to the electors for approval at a referendum held at the next primary or general election the question of whether the number of board members should be modified in accordance with the resolution adopted by the district school board. If the referendum is approved, election of additional school board members may occur at any primary, general, or otherwise-called special election.
- Repeals ss. 1001.47(7) and 1001.50(6), F.S., to eliminate obsolete provisions relating to superintendent salaries.
- Amends s. 1002.31, F.S., relating to parental choice to provide that only the school districts offering controlled open enrollment must submit a controlled open enrollment plan to the commissioner.
- Amends ss. 1002.33, F.S., relating to charter schools to remove the requirement that DOE train applicants before they have been approved.
- Amends s. 1002.34, F.S., relating to charter technical career centers to remove the requirement that DOE train applicants before they have been approved. DOE must offer or arrange for training and technical assistance to centers which must include developing and amending business plans, estimating and accounting for costs and income, complying with state and federal grant and student performance accountability reporting requirements, implementing good business practices, and identifying state and federal financial aid the center may be eligible to receive. Approved applicants must participate in training at least 30 days before the first day of classes at the charter technical career center.
- Amends s. 1002.345, F.S., relating to the determination of deteriorating financial conditions in charter schools and charter technical career centers to stress that high-performing charter schools are only required to submit quarterly financial statements to their sponsors and the sponsor is required to notify the commissioner of the need for an expedited review. In addition, the bill removes the requirement that the commissioner must annually report to the state board each charter school and charter technical career center that is subject to a financial recovery plan or a corrective action plan.
- Amends s. 1003.4156, F.S., relating to middle grades promotion to eliminate the must pass Algebra I EOC requirement for a middle grades student to earn high school credit, but beginning with the 2013 - 2014 school year and thereafter, student performance on the Algebra I EOC assessment

constitutes 30% of the student's final course grade. This section is also amended to establish a transfer policy for a middle grades student who transfers into the state's public school system from out of the country, out of state, a private school, or a home education program. The policy provides that if a student transfers in after the beginning of the second term of the eighth grade the student is not required to meet the civics education requirement for promotion from middle grades, if the student's transcript documents passage of 3 courses in social studies or 2 year-long courses in social studies that included coverage of civics education.

- Repeals s. 1003.428, F.S., relating to the "old" graduation requirements and substantially amends s. 1003.4282, F.S. relating to the "new" requirements of a standard high school diploma, including:
 - Provides that current law prohibiting use of a driver education course to meet the online course requirement only applies to students entering grade 9 in the 2013 - 2014 school year and thereafter.
 - Provides that a student who earns the required 24 credits or 18 credits but fails to pass the required assessments or earn a 2.0 GPA must be awarded a certificate of completion. The bill also clarifies that a student awarded a certificate of completion may remain in high school for one additional year, either full-time or part-time, in order to receive special instruction designed to remedy his or her identified deficiencies.
 - Identifies, with specificity, all course and assessment requirements for students entering grade 9 before the 2010 - 2011 school year, entering grade 9 in the 2010 - 2011 school year, entering grade 9 in the 2011 - 2012 school year, and entering grade 9 in the 2012 - 2013 school year. The bill adds an automatic repeal date of July 1, 2020, to the new subsection of law that identifies the course and assessment requirements for these grade 9 cohorts.
 - Provides that a student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the SBE may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
 - Provides that a student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the SBE may substitute the certification for one science credit, except for Biology I.
 - Requires that if a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or U. S. History, the transferring course final grade and credit must be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
 - Relocates into this section the provisions relating to satisfaction of the one-credit physical education requirement that had been in s. 1003.428, F.S.
 - Creates an adult standard diploma 18 credit graduation option that requires:
 - * 4 credits in English Language Arts;
 - * 4 credits in math;
 - * 3 credits in science – two of the required three must have laboratory component, but the laboratory requirement may be waived by the district school board;
 - * 3 credits in social studies;
 - * 1 credit in fine or performing arts, speech and debate, or practical arts, or one elective credit may be used;
 - * 3 credits in electives; and
 - * Earn a cumulative GPA of 2.0 on a 4.0 scale.
- Amends s. 1003.4285, F.S., relating to standard high school diploma designations. The bill adds a new requirement that, beginning with students entering grade 9 in the 2014 - 2015 school year, a student must pass the statewide, standardized Geometry EOC assessment (in addition to passing the grade 11 ELA and Algebra II assessments) in order to earn a Scholar designation. The bill provides that a student enrolled in an AP, IB, or AICE Biology course who takes the respective assessment and earns the minimum score necessary to earn college credit meets the Scholar designation science requirement without having to take the statewide, standardized Biology I EOC assessment. The bill also provides that a student enrolled in an AP, IB, or AICE course that

includes U.S. History topics, who takes the respective assessment and earns the minimum score necessary to earn college credit meets the Scholar designation social studies requirement without having to take the statewide, standardized U.S. History EOC assessment.

- Amends s. 1004.935, F.S., relating to the Adults with Disabilities Workforce Education Pilot Program to extend the program through June 30, 2016, authorize a student to participate in the program until the student graduates from high school or reaches the age of 40 (rather than 30), whichever comes first.
- Amends s. 1006.40, F.S., relating to the use of instructional materials allocation to provide that a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, F.S. are exempt from certain purchasing requirements but must comply with the requirement that, by the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual instructional materials allocation for the purchase of digital or electronic instructional materials that align with state standards.
- Amends s. 1008.22, F.S., relating to student assessment program for public schools to:
 - Remove references to the old high school graduation requirements.
 - Provide that middle grade students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized EOC assessment for those courses and must not take the corresponding subject and grade-level statewide, standardized assessment.
 - Require that a student's performance on the Algebra II (when implemented) and Biology EOC assessment constitutes 30 percent of a student's final grade.
 - Provide that, when applicable for students with disabilities, the statement of waiver of assessment results must be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.
 - Deletes the requirement for the state board to designate a score for each statewide, standardized EOC assessment that indicates that a student is high achieving and has the potential to meet college-readiness standards by the time the student graduates from high school.
- Repeals s. 1008.331, F.S. relating to supplemental educational services in Title I schools.
- Repeals s. 1008.35, F.S., relating to best financial management practices which removes the requirement that the commissioner adopt best financial management practices.
- Amends s. 1012.98, F.S., relating to professional development to require kindergarten teachers (in addition to teachers in 1st through 12th grade) to participate in continuing education training provided by the Department of Children and Family Services on identifying and reporting child abuse and neglect.

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