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Florida School Boards Association 2021 Legislative Session Report

COMMITTEE WEEK FOUR

February 8, 2021 – February 12, 2021

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COMMITTEE REPORTS

Senate Appropriations Subcommittee on Education

Discussion and Presentation of Bills

Tuesday, February 9, 2021

Meeting packet can be found [here](#).

Summary

The Appropriations Subcommittee on Education met to discuss CS/SB 52 and CS/SB 264. SB 264 was met with significant debate from minority party members.

CS/SB 52 Post- Secondary Education (Senator Rodrigues)

SB 52 ensures students in foster care receive the support they are entitled by providing financial support to institutions providing dual enrollment instruction and flexibility to state universities that tailor programs for individual employees. The bill clarifies that the current tuition and fee exemption in current law applies to students currently in foster care and also to those in foster care when they turned 18 years old. The bill also establishes the dual enrollment scholarship program to reimburse eligible post-secondary institutions for tuition and instruction materials for dual enrollment courses, provides funds to reimburse colleges and universities for the enrollment of private school and home education students for the fall and spring semesters, and provides funds to reimburse colleges and universities for dual enrollment for all students for the summer. Finally, the bill authorizes a university board of trustee to implement a bonus program based on awards for work performance or for employee recruitment and retention, allowing the university to target certain employees for bonus, providing flexibility for targeted bonuses, which must be approved by the Board of Governors.

Amendment 917324 (Senator Rodrigues)

This amendment recognizes that last year the legislature established an FTE incentive program. This amendment will align the program name and definition with the current FTE incentive program. Specifically, the amendment changes the name of the “collegiate high school program” to the “early college program.” It provides a definition of an early college program.

The amendment is adopted without questions, public testimony, or debate.

Amendment 105930 (Senator Rodrigues)

This amendment removes from the required institution reporting under the dual enrollment scholarship program the number of credits earned by the student. The reason this amendment is necessary is because the information required for program reimbursement rates only relates to student enrollment.

Q&A

Senator Cruz

Q: If we are removing the reporting requirement, how do we know that the program is working the way it should be? Are we doing these children justice, is this an effective program that is deserving of all the state dollars it receives?

A: Those are very good questions. All the data we have indicates it is a very deserving program. Students enrolled in this program go to college at a much higher rate than their peers and statistically have a higher retention rate in college. We can continue to have that data because it is collected by the Board of Governors. We know how they are doing in the aggregate. There are still reporting requirements in statute that will continue to exist, we are just removing this particular one. And from my understanding, we are not using the data from this requirement for any purpose.

Amendment 105930 (Senator Rodrigues)

The amendment is adopted without public testimony or debate.

Amendment 284764 (Senator Rodrigues)

This is a technical amendment relating to the earlier amendment we adopted, the first one, and updates a provision in law that references the “collegiate high school program” and changes it to the “early college program.”

The amendment is adopted without questions, public testimony, or debate.

Amendment 694192 (Senator Rodrigues)

This is also a technical amendment relating to the earlier amendment, updating the provision in law that references the “collegiate high school program” and changes it to the “early college program.”

The amendment is adopted without questions, public testimony, or debate.

Q&A on the Bill as Amended

Senator Gibson

Q: Do we not currently have dual enrollment for private and home-schooled students?

A: We have dual enrollment for home school students for sure. What is different is that the institutions eat that cost and there is no funding mechanism to them for those students, we are providing that in this bill. What is new is that we are also providing a funding mechanism for students in private schools to participate in the dual enrollment programs.

Q: Colleges and universities eat the cost for dual enrollment?

A: They eat the cost for the home-schooled students who participate in dual enrollment.

Q: The cost for the private schools – is there an appropriation for that?

A: That is a very good question. The total cost of the bill is \$28.5 million, broken down into two buckets. The first bucket deals with the portion of the bill that expands dual enrollment to include the summer term. It is estimated 28,000 public school students will participate at around \$16 million. The remaining cost is what will be appropriated for home school students and private school students. The cost for the private and the home school students for the fall and spring terms will be around \$12.5 million.

Appearance Forms on the Bill as Amended

Alexa LaRoux, Legislative Affairs: Waiving in support.

Michelle Barrett, Association: Waiving in support.

Brenda Dickinson, Florida Council of Independent Schools: Waiving in support.

Adam Gafney, Robert F. Monroe Day School: He encourages lawmakers to pass the bill. \

Debate on the Bill as Amended

Senator Cruz

Senator Rodrigues, you know I have the utmost respect for you but we will always be a million miles apart when it comes to legislation relating to public school versus charter schools. I can't help but think that this bill is fiscally irresponsible and there is no oversight into these dollars after they are spent. This could set back the student in their pursuit of a degree by harming their GPA for the long term. I don't think we are considering if the bill provides the return on investment by helping out students graduate faster and at a cheaper price to justify the \$28.5 million fiscal impact. This bill is another attempt to divert funds away from our students in public schools. I worry about what we are doing for our public schools.

Senator Gibson

People make choices and they have to pay for those choices. The taxpayers should not have to bear that. I also have an issue with the whole minority students thing as justification for why we should undermine public schools and give money to private schools. I'm over it. Every low-income family in this state is not a minority family. Every child who needs help in school is not a minority child. I'm tired of hearing that and I'm tired of using minority students as scapegoats for a want to be paid for which adversely affects those same minority and low-income students we are talking about.

Senator Diaz

Staying in the same vein of understanding we fund students and not institutions, you are helping even the playing field here for all students, private or public. I applaud you for your efforts and I will be supporting this bill.

Closing (Senator Rodrigues)

Of the \$28 million dollar cost of this bill, a majority of that goes to students in traditional public schools by giving them the option to do dual enrollment in the summer. The bulk of what you are voting to spend today is in fact helping those students you have stood up for today to protect.

CS/SB 52 is reported favorably by the committee.

CS/264 Higher Education (Senator Rodrigues)

The concept of this bill is that college and university classrooms are marketplaces of ideas. Over the past several years, disturbing discoveries have been made that post-secondary institutions do not support conservative political leanings, and students feel as if they cannot discuss their opinion on a subject in fear of backlash from other students, their professors, and the administration. Students across the political spectrum have expressed enthusiasm for more instructive dialogue. This bill requires each college and university to annually assess the intellectual freedom and diversity at that institution utilizing a survey developed with the institution's governing body. The only criteria this bill places on that survey is that it is objective, non-partisan, and statistically valid. This bill prohibits the State Board of

Education and the Board of Governors in Florida from being shielded from protected speech. This bill clarifies that students are allowed to record their classroom lecture.

Amendment 100826 (Senator Rodrigues)

This amendment clarifies something that was raised in the last committee meeting. One of the concerns was that if students could record the audio or video of the classroom and publish it on the internet, that could damage the intellectual property of the professor and potentially damage the integrity of the academic process. This amendment specifies that classroom recordings are to be used for the personal use of the students only.

Substitute Amendment 889170 (Senator Rodrigues)

I made a technical error in the amendment when I filed it. This amendment clarifies that the right of students to record communications in the classroom extends only to the recordings made for the personal use of the student. What we are clarifying is that students may continue to record events that happen outside of the classroom, they already have that right now. In the amendment language I drafted we infringed that right. So with this amendment we cleaned that up

Q&A on Substitute Amendment 889170

Senator Hutson

Q: Just for clarification, I thought the intent of the bill was to allow students to bring something to light that was going on in the classroom but not necessarily publish the entire lecture. Is that what you're still trying to do with this amendment?

A: Yes. They would still be able to use the recording to submit to the proper authorities if something was going on in the classroom that was not right or not in compliance with student policies.

Senator Gibson

Q: Does the person recording need to notify someone in the classroom they are recording?

A: No they do not, it does not require notification.

Q: The previous testimony said that this would happen if something "untoward" was happening in the classroom. But that's not what you just said. So can you clarify?

A: If something untoward was happening, it is my belief that the recording could capture that. What we are trying to restrict with this amendment are the intellectual property issues that may arise if a student tries to publish something on twitter or other forms of social media.

Senator Cruz

Q: Does this include public universities as well as religious and private universities?

A: This only applies to public universities in the Florida College System and the State University System.

Q: Why?

A: Primarily because the state has oversight over colleges and universities in the public system. We don't have oversight over the private institutions.

Q: Would you agree though that those students deserve the same protections and abilities if someone is trying to impose their religious beliefs upon them in classroom?

A: This bill doesn't touch the subject of religious imposition. What this bill does do is make sure students can enjoy our constitutional freedoms no matter what institution they attend.

Q: So its ok to impress upon someone religion, but not political belief?

A: That is not what said and I'm not saying that.

Chair Broxson

Q: Would you say that there are recordings being made now that are not being published?

A: What we have seen is a wide variety, so professors allow it, other professors are explicit in not allowing the recordings. No matter what we think all students should be able to record in all classrooms, if for no other reason, that it is a study aid. But moreover to have to demonstrate a conflict.

Substitute Amendment 889170

The amendment is reported favorably by the committee.

Appearance Forms on the Bill as Amended

Martin Valinsky, United Faculty of Florida: This bill is an unnecessary fishing expedition rather than helping students.

Cathy Bane, Florida Education Association: This bill implicates privacy, free speech, and intellectual property.

- **Chair Broxson**

Q: Would you allow a parent to be in the classroom with their student?

A: Of course.

Q: Thank you. I think that is atypical of what I know about the education system but we will check into that!

Barney Bishop, Barney Bishop Consulting: This is an outstanding bill. Intellectual freedom is being threatened everyday.

- **Senator Polsky**

Q: Can you provide examples where a professor has jammed his or her politics down the throat of a student?

A: It happens every day. (he then gave many different examples, many from the news)

Q: Can you give me an example from a professor in a public university in Florida where a professor jammed their views down a student's throat?

A: I'll do my best to find it. The issue is depending on student's willingness to record it and make it public.

Debate on the Bill as Amended

Senator Polsky

We didn't talk about the shielding provision and I want to emphasize that, in my opinion, that is the most dangerous part of this bill. That a university president doesn't have an option to protect his or her students from very dangerous groups, either outside or inside groups, or individuals on campus. I gave the example in the last committee about students protesting outside of a Hillel or a KKK group coming on to campus. So I just wanted to point that out because we haven't talked about it. While I think the diversity survey is not a great idea nor a good use of taxpayer dollars, that is not the biggest deal to me. The biggest deal to me is that safety and security of students should be paramount to allowing unacademic, hateful, unfruitful speech that has no place on a college campus. Therefore, I am opposed.

Senator Gibson

I think the biggest issue about the recording is that it is actually stifling in a college classroom. I'm not sure which professors we are going after. College is about free through and talking through ideas and philosophy. I never feared

what a professor said. If the idea is to muzzle professors than I guess this is the bill that you want. Recording seems like a method to incite people. Can you address in your closing whether the Board of Governors support this?

Senator Cruz

I feel like free speech and expression is already allowed on our campuses by the First Amendment. What worries me is that this is political intimidation targeted at our students of higher learning. The first thing that came to mind when I read this was that this was a partisan witch-hunt. And then I thought about our religious charter schools and how we as taxpayers pay for religious instruction – are they allowed to hang crosses at the door? Is there a double standard here? You can preach religion but you can't talk politics. I think we are tip-toeing into some very dangerous ground.

Chair Broxson

Senator, I am very excited about your bill. Now we will get a chance to know what is being taught in the classroom. People in this state pay billions of dollars towards out colleges and universities. I think they should know what's being taught. I think this is fair, I don't think it is a lack of academic freedom. I think this is the same thing we go through in sunshine. And frankly it does temper our conversation, in a good way. It makes us more civil and more considerate, giving us a sense that there are other opinions besides ours. Now, what you are doing sends a message that we are going to open our classrooms so people can see what is happening and the stories are no longer anecdotal.

Outcome on the Bill

CS/SB 264 is reported favorably by the committee.

Education & Employment Committee

Presentation and Discussion on Florida's Workforce System and its Integration with the State Education System

Tuesday, February 9, 2021

Meeting packet can be found [here](#).

Representatives from the Following Organizations Were Present

- Office of Program Policy Analysis and Government Accountability

Summary

The House Education and Employment Committee held a meeting to discuss Florida's workforce system and Florida's areas of opportunity, which help create education systems for job-seekers.

Chief Legislative Analyst at OPPAGA (Dr. Mark Baird)

Dr. Baird is a legislative analyst at the Office of Program Policy Analysis and Government Accountability. His presentation covered foundational information on workforce development policy. He discussed the federal and administrative framework for workforce development. He then reviewed the structure of Florida's workforce system, from governance and administration to services and delivery. Finally, he provided data on workforce funding and federal accountability measures used by various workforce entities. In essence, he described how workforce development involves many entities, programs, and services operating within distinct administrative silos under the parameters of federal, state, and local policy, with the ultimate goal of connecting job-seekers and employers.

Q&A

Representative Valdés

Q: Is ABE and AGE the same program?

A: No. ABE is Adult Basic Education. They are literacy programs getting folks up to the point where they can take the GED. AGE is Adult General Education, and it is the umbrella that incorporates all adult education programs.

Q: Would you assess it is time to address systemic concerns of being able to streamline potential recipients? What policies would you recommend to help engage that?

A: We were not directed to make an evaluation but in talking to stakeholders we discussed the consequences of poor cooperation and communication and they emphasized the necessity of communication across all of these entities. We asked what are some things that could be improved. The sharing of data continually popped up. The more sharing of information can serve folks better. Perhaps more standardization of intake processes. All workforce boards have latitude with how they administer programs and commonality in terms of the intake and assessment process would be good.

Q: What do you think moving forward the conversation around equity and diversity would look like in these policy decisions? We have such a diverse state, some areas don't even have WiFi, so have those kinds of conversations come up?

A: This is not something we addressed head-on in the project. However, regions differ in this state. The digital divide has come up because of the pandemic. We did talk to local boards about adapting during the pandemic. They are trying to be more mobile and adaptable rather than centralizing services.

Q: You talked about estimating funds. Can you give an example of what that looks like? What do you look at?

A: When you look at funding, the way that post-secondary instructions are funded, they are not earmarked. We look at expenditure reports and how much institutions spend on adult education areas. So we look at the expenditures on our target programs and apply that percentage back to the total funding amount to come up with an estimate.

Consultant to House Staff (Nicole Washington)

Mrs. Washington gave a presentation on identifying opportunities to enhance Florida's workforce and education systems. She discussed the experience of the current and future worker and highlighted the necessary steps to bridge the gaps between education and workforce systems in order to help Floridian's pursue careers in industries across the state.

Q&A

Ranking Member Williams

Q: Can we discuss how you mentioned that the entry of an individual can end with them losing certain opportunities?

A: What I meant was, depending on where you enter the system, let's say you enter through a one-stop center, an individual is presented comprehensive services under the programs under that one stop center's purview which may or may not include programs that are being subsidized on the education side. It depends on the potential partnerships.

Q: That would be one of the partnerships you were speaking up at that point?

A: Partnerships I mentioned are at the College of Central Florida. They co-located the one stop center with their career services at the college and that has helped the outcomes at the college and for the one-stop center because of the connectivity.

Representative Hunschofsky

Q: I have a comment - this sounds so familiar with the mental health system where studies have shown that the outcomes you get depends on where you enter in the system. And now I have a two-part question - Is some of the disconnect due to the fact that the funding is coming from different sources? And then, what would be the best option for this outreach and making sure people are getting to the place they need to go for the services with them. Is it really the co-locating which might make it more difficult for someone to access it? Or is something you can do online at your community center?

A: To the first question – I would say it is probably largely due to funding because every funding source has a different reporting mechanism. As far as the best option for co-location, the example I gave is not the only possible way to do co-location. It just encourages us to think outside of the box to provide community access to these programs through education or directly through workforce development.

Q: Is there a possibility of having a program where you have that initial entry that can direct you to the proper place to go?

A: I think that's what I was trying to get at with the idea around an information hub, that would be the coordinated point of contact for individuals to fill out information and then get routed to the proper way.

Representative Andrade

Q: When we talk about workers coming into the system, those have already worked for several years, are there system barriers to their participation at the state college level to upscale their certifications that we should be addressing?

A: There are barriers, one that comes to mind is workforce programs, many offered at the tech-center are non-credit programs, so they don't articulate directly into a state college, so your ability to get credit for that technical training is limited.

Q: I have my Pensacola State College and George Storno Articulation agreements pulled up and I noted the requirement for clock hours and I was wondering if it feels arbitrary in some circumstances and I also noted that you had to complete the technical program in the last 2 years. My concern is if we have that 2 year requirement, are we hindering those that have been in the workforce that absolutely have those skills.

A: I would say that the articulation agreements vary per college and between partnerships and tech centers so you would see diversity across the state. There are actually several programs that do articulate clock hour into associate level. But this is definitely an area ripe for improvement and investigation. We don't want people to come through the system to lose credit for prior learning.

Representative Bush

Q: In my community we have a one-stop career center. When I look and try to understand how everything is connected, I think about access and equity. My question is, when I represent a district where individuals are faced with many issues they must address before they can benefit from these types of opportunities, what access to do people, for example, felons, have to these programs? What access do they have and what success rate have you had with that particular group of individuals?

A: I would need to get back to you about those exact numbers but there are several colleges across the state trying to help previously incarcerated individuals.

Q: They are not denied because of a previous record is that correct?

A: I am not 100% sure on that one, but I don't believe so. There may be barriers to access however, so they may need to go take the ABE classes. But there are a lot of supports available

Representative Valdés

Q: In my county we have co-location services. It is a partnership between the school districts and the career centers. Where the topic of equity comes in, if you don't have a diploma or you have a challenge with the language, 9 times out of 10 you won't get the services because there are not people there to help you. How do you think that moving forward with policy the topic around equity can be something highlighted in policies and what would be your recommendation?

A: Equity is very vast and the information we capture for these programs varies based off of the program and the demographic information also varies so I think to your point around ensuring equity, having a more robust data set around program participation, outcome, enrollment, and earnings would definitely help with that. As for the intake process, it varies based off of the location. I think there is a lot of flexibility at the local workforce board level to be able to ensure that those services are available to those communities, especially if they are targeted communities. So we really need to make sure we have that data, that is critically important to ensuring equitable access and completion.

Q: If a student has a high school diploma and they got to a career source or intake place and they take this initial assessment, do they ever get denied entrance into the program because they did not do well on this assessment.

A: What you would get when you are assessed at a career source center is whether you are eligible to receive additional funding, like the training services voucher, and then you would have to enroll in that program.

Q: So I get a voucher that says I can go become an LPN but when I get to the institution to take an assessment test, I may not be able to get into that program because I don't do well. I'm concerned that educational institutions are adding barriers to the workforce by assessments to be able to enter the program. Do you have any data on that aspect of it?

A: I would have to get back to you on that. I will say that colleges and universities across the state are open access so there wouldn't be an exam that denies you access into a program. Nursing might be a different example, because they

might be limited access but there are also pathways to get to nursing, starting with a CNA. So in your example, you may be able to go get your CAN first, so another stackable way for you to get to that path.

Vice Chair McClain

Q: When you talk about shared information about services, when an individual does an intake assessment of their skills, is that information currently shared under the program we have?

A: I don't believe they are but I would need to follow up. We provide the number of people served but not necessarily the amount of people who walk in the door and don't receive services?

Q: If a person goes to a state college they might think they want to get a degree but their assessment says differently. What would be a barrier to having those assessments being shared in the network?

A: This is a really important point. Intake and enrollment management look differently at a one stop center than at a college or university. Both have different goals – employment versus education. The assessment needs are different and are set up differently for people going to a one stop or going to an educational institution.

Introductions and Closing

Members went around the room and introduced themselves. Chair Latvala gave everyone a “homework” assignment. He said that the legislature often names scholarships after people and he wants everyone to think about what that would look like if they were to do a scholarship this year.

House PreK-12 Appropriations Subcommittee

Presentation and Discussions of the Governor's Budget Recommendations

Wednesday, February 10, 2021

Meeting packet can be found [here](#).

Representatives from the Following Organizations Were Present

- Governor's Office of Policy and Budget
- Department of Education

Summary

The House PreK-12 Appropriations Subcommittee held a meeting to get an update on the Governor's 2021-2022 Fiscal Year Budget. They also met with the Department of Education to understand the breakdown of federal funding related to the COVID-19 pandemic. At the end of the meeting, Chair Fine presented on his own findings discussing allocations versus disbursements to date.

Education Policy Coordinator in the Governor's Office of Policy and Budget (Theresa Klebacha "TK")

Mrs. Klebacha introduced the Florida Leads budget at its highest level and turned the presentation over to Alex Kelly, the Chief of Staff of the Department of Education. He highlighted the key aspects of the budget.

Chief of Staff of the Department of Education (Alex Kelly)

Governor DeSantis' budget maintains the great increase the legislature provided last year to VPK. In addition, the Florida Leads budget provides \$100 million in federal budget authority for early learning coalitions to align with school readiness rates. The budget maintains \$10 million for the Teach Program to provide scholarships for early childhood professionals to work towards earning a degree or credentials in early childhood education. The budget also maintains the HIPPY program to deliver high quality school readiness curriculum to families to strengthen early literacy skills at home. From K-1 to K-12, the Florida Leads budget provides \$22.8 billion in overall spending for Florida's K-12 billion, which represents a 2.7% increase from the General Appropriations Act last year. As for additional K-12 funding, Governor Desantis' budget promotes security funding for Jewish Day Schools, a Gardiner Scholarship increase. It maintains \$10 million for computer science funding and maintains \$5.5 million for the Youth Mental Health Awareness and Assistance training.

Q&A

Representative Andrade

Q: Related to the Mental Health Awareness Assistance Training, does that include the mental health services that are provided to students in schools?

A: The funding here is the training of staff to ensure all staff have a common understanding of signs and symptoms with students.

Q: My question relates to a bill that was passed last year. We are still waiting for ACHA to enact rulemaking to ensure students that are Medicaid-eligible when they don't have an IEP do not have to be funded, but can bill those services through Medicaid. Has this been looked at in the budgeting process at all?

A: That issue is not reflected in this proposed budget.

Representative Williams

Q: When you spoke about certain grades that schools received, how are those schools chosen?

A: Every Title I school makes them potentially eligible for these funds, depending on the type of letter grade they receive at the end of the year. Title I schools are where 40% of the students are considered to be low-income students.

Q: VPK has certain requirements. According to the grade these VPK programs get the year before, that determines the amount of funding they receive?

A: Title I school recognitions only pertain to K-12 schools. They don't pertain to VPK programs.

Q: But they are feeding out of these VPK programs into the Pre-K, correct.

A: The letter grade for a school is not impacted by that program. It is based on metrics specific to that school.

Representative Bartleman

Q: With the teacher salary allocation increase, are there any other stipulations? Is this money going to be used to increase the middle range teachers or is the money just going to be given to the districts for them to allocate out?

A: This follows the current statute as approved last year. 40% of the funds can go towards increasing the minimum pay, and 10% can go towards veteran teachers and other classifications in the statute. The way that the funding works is that the law says districts have to sue these funds until they reach an average starting pay of \$47,500. At that point, the district can choose to continually move up that minimum pay or choose to cap it and use the money to increase veteran teacher salaries. So this will look different from district to district.

Q: If we are already at \$47,500, we can take whatever is in this allocation and use it to give to the veteran teachers who felt they were short-changed last year?

A: Yes. If a district is already at that number, they can move the entirety of those funds to the veteran teacher pay side.

Q: With the FTE, if schools are going to still be offering virtual learning, are you going to fund them at the full FTE number as if they were in person?

A: If there is no emergency order like there has been the past two semesters, then funding will return to normal. That funding is based in either a student is a brick and mortar or a full-time virtual student. If no extension of the order or change in law, funding would return to normal.

Chair Fine

I would just clarify a couple of things. Let's keep in mind that this is the Governor's proposed budget. We get to decide what the budget is. There should not need to be another emergency order because we should be making that decision as a legislature. We have the ability to have say in that, so there will hopefully be no more need for the orders.

Representative Williams

Q: When you speak about the teacher's salary, that is going to be a separate line item itself?

A: Yes, both the statute and line item are very prescriptive. The statute prohibits using that line item for any other purpose other than teachers salaries.

Chair Fine

I would also note that funding is fungible, you can bring money over from another source to fund teachers. Anyway, we are now going to get a second presentation from the Governor's office. Our schools have been drowning in federal funding. COVID, it turns out, is the biggest funding boost for K-12 education.

Chief of Staff of the Department of Education (Alex Kelly)

Mr. Kelly gave a presentation updating the members on all of the federal assistance relating to the COVID-19 pandemic for PreK-12 education. He gave an overview of CARES Act funds as they impacted Florida's early learning and K-12 world. These funds relate to Florida's response to and recovery from the pandemic. He focused primarily on the funds the Department has had a discretionary or administrative role in seeing through. The end purposes of these funds is to get these dollars in the hands of recovery on the ground level. Mr. Kelly made sure to emphasize that for non-public schools, they will not be dealing directly with the district to get CARES II funding, instead they will apply directly to the Department. He then discussed specific dollar amount spending and how particular programs were being administered with the available CARES Act funds.

Q&A

Chair Fine

Q: I want to focus on a couple of projects. Can we go back to Successful Transition to Kindergarten, Urban League Supports for Student Literacy and Adult Up-scaling, Up-scaling Highly Effective Reading Skills, ACT and SAT, Ensuring High Quality Reading, Great Curriculum for Supporting School Districts. I could probably name a few more. While these are all noble projects, the federal money was supposed to address expenses that we only have as a result of COVID. My question is, what do these actually have to do with responding to COVID?

A: So for example, the project on the screen, the ACT and SAT, we know that there are a lot of families that when they look at the possibility of sending their child to post-secondary education, after this last year that extra \$40 to take the test may not exist due to the pandemic. Those are dollars that are directly related to the economic impacts of COVID-19 on families. I'm happy to walk through other examples.

Q: Do the Great Curriculum for \$4 million. Walk me through how that was a necessary expenditure in order to deal with the unique situation of COVID. Not that I disagree, I just want to know why this is a COVID issue.

A: If you go back to this time last year Governor DeSantis actually challenged Florida school districts to do greater instruction and testing of high school students not for the purpose of assessments but for post-secondary readiness when it comes to civic literacy. More than 30 school districts were doing that work and then the reality of COVID began to hit. But they had already established programs and assessments and other mechanisms, so we specifically looked at the districts who have made an investment of money and time.

Q: I'm a little bit confused though because we didn't cut the budget so the districts had the money for what they were planning to do. What about this \$4 million is unique that we had to spend in order to respond to COVID. I would understand if we had cut the budget but we didn't I don't disagree with anything you said about it being a good idea. My issue is how was this a response to COVID?

A: Under the CARES Act it would be allowable for a school district or school was intending on using dollars for one purpose and had to divert those funds for another purpose. Our schools had to suddenly prop up virtual classrooms with COVID and that required an immediate diversion of funds. That has a direct impact on the ordinary course of business and we took that feedback. We thought this was a high-value proposition.

Q: Ok this is my last question and I don't think we are going to see eye to eye on this. Let's use this \$4 million example. They didn't have the money to do this anymore because they had to divert funds elsewhere am about to give a presentation on how they got \$693 million dollars from the federal government to deal with those things, and the overwhelming majority haven't spent that money. So why did they need \$4 million? I'm struggling because the vast majority of these things sounds like good ideas but are not necessarily COVID response ideas.

A: That \$693 million became available to the districts during the summer. Those funds were meant to last them up to September 2022, so they are using their funds on a scheduled basis. Overall, the expenses that the districts have are recurring throughout the school year.

Ranking Member Willhite

Q: On your Progress Monitoring to Inform Teaching Practices, only 35 districts are using this tool. How is that helping everyone in the state is only 35 districts are using it?

A: This assessment was made available to every school district. Many schools were satisfied with the schools that were procured locally. It was an opportunity they wouldn't have to take.

Q: On page 11, when you talk about first responder healthcare workers, how was that advertised to first responders.

A: In general, we worked with a number of associations that represent these workers, so we communicated to their membership about availability.

Q: When you talk about private school stabilization grants, were private schools included in all of this funding or was the \$15 million specifically for private schools?

A: Any time a public school district had funding available, by federal law, equitable services had to be offered from that public school district to the private schools. So to answer your question this was an additional fund that was dedicated to them.

Q: Why?

A: Public schools didn't have any funds cuts from them, they were struggling because their costs were going up but they had baseline funding. In the case of a private school, their funding is not guaranteed. Many small private schools were hosting large percentages of state-funded scholarship students. So we were trying to make sure those schools could manage.

Chair Fine

And I can attest to that. I met with a superintendent of Catholic schools today and their numbers went off of a cliff.

Representative Fetterhoff

Q: Something that has been brought to my attention by my school districts is that because students are learning from home, textbooks that could be used for 3 years for 3 different students, they are now having to pay for each of their students to get an access code, so the cost is changing and increasing. I'm not sure this is on y'all's radar but I wanted to put it out there.

A: We would be happy to follow up and would love to get more details. Curriculum costs overall have gone up and districts have used a lot of CARES Act funding to handle that.

Q: There hasn't been enough time to negotiate the prices of the textbooks. Just something to look at.

Representative Bartleman

Q: The first round of the ESSR funding, I believe charter schools and private schools were part of that allotment to the districts?

A: We are seeing variations from district to district. In each district you have to work with them and fund out what funds are remaining.

Q: Here is my big question for how you decided to spend the money. My issue is flexibility. When I hear Chair Fine saying, this is supposed to be used for COVID, for me, we know there is regression over the summer. There is nothing in here about putting in more instructional time in. We need more face-to-face instruction time and that to me is where the money should be spent. Also, many of my kids since I'm a teacher are Tier II and Tier III which means I have to provide individual instruction to them and I cannot do that. There are no boots on the ground and we need that! We need help with reading intervention

A: We are seeing across a number of school districts that they are providing early and later hour supports and Saturday academies, and other mechanisms. Districts are spending money that way. These dollars are spent to work in tandem of how can we support the challenges schools and districts are facing.

Chair Fine

There is plenty of money, for example, in Broward. They haven't spent 78% of their \$62 million. That's not even an old number.

Appropriations Presentation (Chair Fine)

He gave an overview of state spending and reminded everyone what the budget has allowed the state to do, Schools experienced no budget cuts even with revenues going down. The budget passed was spent in full. He then went into a statewide summary of Round I and Round II ESSER funding. He seemed very angry with the federal government sending additional money. He claimed that it was "another 3.1 billion borrowed from our kids and grandkids to deal with unprecedented times. And apparently, more is on the way."

Q&A

Representative Bartleman

Q: This is a great chart and I'm concerned with a lot of things you brought up. I would ask we could get the follow-up because if a large percentage of this is the charter and private schools it casts a shadow on the school districts. I think we need to drill down to figure out what that is.

A: That's a fair ask and I'll see if we can look into that.

Q: Can you find out data that has been encumbered and not spent, which could change the numbers dramatically?

A: We will try to get that. Something doesn't seem right with these numbers. There is definitely a disparity.

Ranking Member Willhite

Q: How was it decided that each county got that percentage of distribution? How were those percentages allocated?

A: It is based on Title I students and it is allocated based on federal law.

Post-Secondary Education and Lifelong Learning Subcommittee

Discussion and Presentation on the State University System and Post-Secondary Education Career Opportunities

Wednesday, February 10, 2021

Meeting packet can be found [here](#).

Representatives from the Following Organizations Were Present

- State University System
- Department of Economic Opportunity

Summary

The House Post-Secondary Education and Lifelong Learning Subcommittee held a meeting to discuss Florida's State University System degree program offerings and the methodologies used to determine degree programs linked to in-demand careers and occupations. Moreover, they discussed important mechanisms used to lower the cost of the programs. Chair Mariano emphasized that the committee's goal of their meeting was for members to see which programs they should be encouraging their students to enroll in and are the most in-demand here in the state of Florida.

Chancellor of the State University System of Florida (Marshall Criser)

Mr. Criser gave a presentation on the State University System's efforts to align degree program offerings to Florida's economic and workforce needs. The Board of Governors' Program of Strategic Emphasis List is one such effort. He discussed the list's intent and the methodology behind its creation, as well as how the BoG uses the list as a metric for performance-based funding and other purposes.

Q&A

Representative Alexander

Q: I want to say I know you and I have had some spirited conversations over the years but you have been a joy to work with. We have had some in-depth conversations and you have always been open-minded. If you could take me through your methodology. Do you see any merit in regards to taking the performance metric system and aligning it with the peer institution system? And if not, what are your thoughts on creating a peer institution metric? Or holistically changing the entire system?

A: I think one of the concerns I have with peer comparisons, if one of your peers is not strongly performing, then we are not measuring ourselves against what would be the best outcomes for our students. I would say also though that I would love to work with you on these discussions. But I don't want to lower the bar. Our students deserve better. Moreover the performance based funding model was recently changed in terms of the profile, it was actually eliminated.

Q: My second question is around performance based funding and the latitude because of the pandemic. Will there be penalties who don't meet the threshold?

A: We are going to normalize our assessment based on the pandemic.

Q: In regards to the methodology of one year contract extensions for university presidents, is anyone opposed to that policy?

A: I represent the Board of Governors, I also lived with a one year contract. But I think that's always a good conversation.

Representative Fernandez-Barquin

Q: I personally had a lot of family that didn't go to college. Is there any anticipation that the BoG is going to implement plans for certificate programs for certain professions? Are any universities going to start programs like that?

A: I won't tell you yes or no. But we have gone through all of the certificates that we have offered online. I want to be careful because I don't want to go in these college's businesses when we are still trying to close gaps in what I see as our core mission. I am a believer that state colleges getting more involved in undergraduate educate in critical areas.

Q: I recently spoke with a couple of constituents. They were taking online classes, explaining to me that their tuition was just as expensive or more expensive than in-person classes. Can you shed light on that?

A: Generally, online is not less expensive than face-to-face. The human resources needed for online learning is significant. It is also important to recognize we are still teaching in the classroom, we are working under CDC guidelines in the classroom. Less available space is being used. We are using a blend of technology, and some faculty are doing so so much. The notion that online learning is cheaper is simply not true.

Representative Andrade

Q: You gave us the list of the top occupations, are there examples of professions that are close to that cusp, and if they do dip below, what happens to them in prioritization in the system?

A: We try to get this focused enough to be meaningful. But we test ourselves, however I say there is room for that conversation. Some people may think we are out there to produce degrees, but we think our goal is that people are rewarded with what they do to achieve a living.

Q: Before your presentation today I looked up the legislative intent of your mission and it's a beautiful statement. The workforce is largely career and technical education programs. I am curious, we have these metrics on the gap analysis, we have the rankings on programs of strategic value. What are the worst professions where we are supplying so many degrees?

A: I need to look at that end of the spectrum. We do get some information about this, but it all depends on what filter we are using and through what lens. We would have to do a lot of work to find out the economic and qualitative values of a job and that gets us all over the place.

Ranking Member Thompson

Q: You mention that enrollment at state colleges has gone down. Enrollment in my district though has gone up. How do you take into consideration of growth when discussing how you are continuing programs and funding?

A: I think the reason that it might be up for many different reasons. We are not funded by headcount though and I think that's a good thing because the focus has shifted to retaining and graduating students. We have created a lot of opportunities because many students have decided to stay here. I don't know if we can declare we are up or down, we have to get through COVID.

Q: You mentioned that when individuals are employed in non-profit organizations, they are not counted. What can we do to change that? It is a legitimate place to employment and we should reflect those numbers.

A: What we have been able to understand is we know what we can measure and we have made some changes. We have more information but what is important is if directionally we see we are more employed at higher average incomes I have no reason to see that would not be reflected in other income areas.

Representative Caruso

Q: I have a son at UCF and he is taking 15 credit hours. He was one class that he actually goes to. The others are all online. By being up there he is exposed to all of the other students. And if we are not having class because of COVID, that's the only place that they are not meeting. Has the state reconsidered their plan for educating our students?

A: One of our passionate efforts right now in fall and spring is to make more offerings that are face to face. We have been increasing the amount of courses with a big push on what happens when freshman start coming on campuses. There is a concerted effort to discuss how to get back to normal. Also, students are choosing online more.

Chair Mariano

Q: Which of the degree programs have the best employment figures?

A: Let me get that for you. We typically look at median wages.

Workforce Services Division Director at DEO (Adrienne Johnson)

Mrs. Johnson gave a presentation discussing the Department of Economic Opportunity's work analyzing labor market demand and employment projections. She gave an introduction about how they produce data in their agency. The statistics they collect are used by the State University System to create their analyses, which in turn help inform their decisions.

Q&A

None. The meeting was adjourned.

LEGISLATION OF INTEREST

HB 0003 Home Book Delivery for Elementary Students (Trabulsy)

Establishes New Worlds Reading Initiative under DOE; provides duties & responsibilities of administrator; provides requirements & procedures for participating entities; establishes student eligibility requirements & options relating to book selection; requires books be delivered at no cost to families; authorizes DOE to contract with third-party entity. Effective Date: July 1, 2021.

HB 0007 Civil Liability for Damages Relating to COVID-19 (McClure)

Provides requirements for civil action based on COVID-19-related claim; provides that plaintiff has burden of proof in such action; provides statute of limitations; provides retroactive applicability. Effective Date: upon becoming a law.

HB 0011 Limitation on Terms of Office for Members of a District School Board (Sabatini)

Proposing amendments to the State Constitution to limit the terms of office for a member of a district school board.

HB 0015 Sales and Use Tax (Clemons)

Revises conditions for certain dealers subject to sales tax; deletes exemption for certain dealers from collecting local option surtaxes; provides certain marketplace providers are subject to registration, collection, & remittance requirements for sales taxes; requires marketplace providers to provide certification to marketplace sellers; specifies requirements for marketplace sellers; requires marketplace providers to allow DOR to audit books & records; provides that marketplace seller is liable for sales tax collection & remittance; authorizes marketplace providers & marketplace sellers to enter into agreements to recover certain taxes, interest, & penalties; grants DOR settlement & compromise authority for marketplace sales; removes authority of DOR to negotiate collection allowance with certain dealers. Effective Date: July 1, 2021

SB 0048 Educational Scholarship Programs (Diaz)

Requiring the Auditor General to conduct certain audits at least every 3 years instead of annually; adding certain students to those whom district school boards must provide preferential treatment in the controlled open enrollment process; establishing the McKay-Gardiner Scholarship Program; prohibiting a student from participating in the program under certain circumstances; providing that program funding for specified children constitutes their full funding under part V of ch. 1002; providing commissioner authority and obligations relating to suspending or revoking program participation, etc. Effective Date: July 1, 2021

HB 0051 Charter Schools (McClain)

Authorizes state universities & Florida College System institutions to sponsor charter schools; revises reporting & accountability requirements & populations for which charter school is authorized to limit enrollment process; provides for funding; authorizes career & professional academy to be offered by charter school. Effective Date: July 1, 2021.

SB 0072 Civil Liability for Damages Relating to COVID-19 (Brandes)

Providing requirements for a civil action based on a COVID-19-related claim; providing that the plaintiff has the burden of proof in such action; providing a statute of limitations; providing severability; providing retroactive applicability, etc. Effective Date: This act shall take effect upon becoming a law and shall apply retroactively. However, the provisions of this act shall not apply in a civil action against a particularly named defendant which is commenced before the effective date of this act.

HB 0075 Feminine Hygiene Products in Public Schools (Grieco)

Requires school districts to make feminine hygiene products available, at no charge, in female restroom facilities of public school buildings. Effective Date: July 1, 2021.

SB 0078 Dues and Uniform Assessments (Rodrigues (R))

Requiring that a public employee who desires to join an employee organization sign a membership authorization form; requiring an employee organization to revoke an employee's membership upon receipt of the employee's request for revocation; providing that certain deductions commence upon the employer's receipt and confirmation of the employee's signed deduction authorization form; specifying the time period that an employee's authorization to deduct dues and uniform assessments remains in effect, etc. Effective Date: Upon becoming a law.

SB 0084 Retirement (Rodrigues (R))

Providing for compulsory membership in the Florida Retirement System Investment Plan for employees initially enrolled on or after a specified date; modifying provisions governing participation in the investment plan for individuals who are eligible to participate in the State University System Optional Retirement Program to conform to changes made by the act; modifying provisions governing the administration of the investment plan to reflect compulsory membership for specified employees, etc. Effective Date: July 1, 2021.

HB 0099 Use of Epinephrine Auto-injectors on Public K-20 Campuses (Gottlieb)

Provides that state universities & FCS institutions are considered authorized entities for specified purposes relating to emergency use of epinephrine auto-injectors; requires, rather than authorizes, public schools to purchase or acquire supply of epinephrine auto-injectors for specified purposes; requires such epinephrine auto-injectors be maintained in specified location; requires state universities & FCS institutions to purchase or acquire supply of epinephrine auto-injectors for specified purposes; provides requirements for such supplies of epinephrine auto-injectors; requires state universities & FCS institutions to develop specified protocols; provides liability for use of such epinephrine auto-injectors. Effective Date: July 1, 2021.

HB 0105 Required Instruction in the History of the Holocaust and of African Americans (Thompson)

Requires DOE to prepare standards & curriculum related to history of African Americans; authorizes DOE to seek input from or contract with specified entities to develop specified training & resources relating to such instruction; provides requirements for specified entities relating to history of Holocaust & history of African Americans instruction; requires certain statewide, standardized assessments to include curricula content from history of Holocaust & history of African Americans. Effective Date: July 1, 2021.

HB 0127 Teach to Lead Program (Hinson)

Requires additional tax funds allocated & applied to FEFP to be used for specified purposes; creates Teach to Lead Program. Effective Date: July 1, 2021., but only if HB 129 or similar legislation takes effect.

SB 0128 Florida Talent Development Council (Bradley)

Requiring the council, by a specified date, to submit to specified entities a report that includes recommendations on the feasibility of establishing and implementing the Pathways in Technology Early College High School (P-TECH) program or a similar program; providing requirements for the report, etc. Effective Date: Upon becoming a law.

HB 0131 Educator Conduct (Duggan)

Requiring DOE to maintain a disqualification list of individuals; revises provisions relating to employment & termination of public school & private school employees; revises duties of DOE, Commissioner of Education, & school districts relating to employee conduct & employment & termination of public school & private school employees. Effective Date: July 1, 2021.

HB 0135 School District Career Center Workforce Education Programs (Robinson W)

Revises workforce education programs that school district career centers are authorized to conduct. Effective Date: July 1, 2021.

SB 0146 Civic Education (Brandes)

Requiring the Commissioner of Education to develop minimum criteria for a nonpartisan civic literacy practicum for high school students, beginning with a specified school year; authorizing students to apply the hours they devote to practicum activities to certain community service requirements; requiring school districts accept nonpartisan civic literacy practicum activities and hours in requirements for certain awards; requiring the State Board of Education to designate certain high schools as Freedom Schools, etc. Effective Date: July 1, 2021.

HB 0149 Students with Disabilities in Public Schools (DuBose)

Prohibits use of seclusion on students; revises provisions relating to use of restraint on certain students; provides DOE, school district, school, & personnel requirements; provides for placement of video camera in specified classrooms; provides requirements for such placement; requires continuing education & inservice training for teaching students with emotional or behavioral disabilities. Effective Date: July 1, 2021.

SB 0154 Local Government Fiscal Transparency (Diaz)

Expanding the scope of a Legislative Auditing Committee review to include compliance with local government fiscal transparency requirements; providing procedures for the Auditor General and local governments to comply with the local government fiscal transparency requirements; revising reporting requirements for certain local government economic development incentives; creating the “Local Government Fiscal Transparency Act”; requiring local governments to post certain voting record information on their websites, etc. Effective Date: July 1, 2021.

SB 0156 Homestead Assessment Limitation (Diaz)

Proposing amendments to the State Constitution to authorize the Legislature, by general law, to prohibit increases in the assessed value of homestead property, for school district levy purposes, if the legal or equitable title to the property is held by a person who is 65 years of age or older and if that person has held such title and maintained permanent residence on the property for at least 25 years, and to provide an effective date, etc.

HB 0157 K-12 Physical Health Requirements (Hawkins)

Requires school districts to provide training in CPR to students at high school level; provides requirements for such training; & requires medical evaluation for participation in interscholastic athletic competition to include EKG. Effective Date: July 1, 2021.

SB 0158 Homestead Assessments (Diaz)

Providing a homestead assessment limitation for the purpose of school district levies for certain persons age 65 years or older; specifying who may apply for and receive the limitation; specifying who may apply for and receive the limitation

in circumstances in which title is held jointly with right of survivorship, etc. Effective Date: On the effective date of the amendment to the State Constitution proposed by SJR 156 or a joint resolution having substantially the same specific intent and purpose, if such amendment to the State Constitution is approved at the general election held in November 2022 or at an earlier special election specifically authorized by law for that purpose.

HB 0171 Children With Developmental Delays (Tant)

Revises definition of term "exceptional student" to include additional students with developmental delays. Effective Date: July 1, 2021.

HB 0173 Individual Education Plan Requirements for Students with Disabilities (Tant)

Revises timeline for development & implementation of individual education plan (IEP) for transition services for student with disabilities to postsecondary education & career opportunities; revises requirements for IEP for transitions to postsecondary education & career opportunities. Effective Date: July 1, 2021.

SB 0174 School Safety Funding (Cruz)

Revising certain allocations to school districts; specifying uses and distribution requirements for certain safe schools allocation funds for the 2021-2022 fiscal year; requiring each district school superintendent to remit specified unused funds from the 2020-2021 fiscal year to the Department of Education by a specified date; authorizing the department, upon request, to redistribute such funds to certain school districts for a specified purpose, etc. Effective Date: July 1, 2021.

HB 0175 Apprenticeship and Preapprenticeship Programs (Shoaf)

Revises requirements of DOE's annual report on apprenticeship & preapprenticeship programs; provides DOE's duties relating to apprenticeship programs; revises membership of State Apprenticeship Advisory Council; provides that parents of public school students be informed of workforce education opportunities. Effective Date: July 1, 2021.

HB 0179 Prohibited Discrimination Based on Hairstyle (Brown)

Provides that it is unlawful to discriminate against any person because of protected hairstyle in areas of housing, employment, & K-20 public education system. Effective Date: July 1, 2021.

SB 0188 Solar Energy Systems Located On the Property of an Educational Facility (Berman)

Prohibiting costs associated with such systems from being included in the calculation of total cost per student station for the purpose of a limit imposed on such costs for certain new construction, etc. Effective Date: July 1, 2021.

SB 0198 Solar Schools (Berman)

Authorizing a public educational customer to enter into a contract for the installation, maintenance, or operation of a renewable energy source device on property owned or controlled by the public educational customer; providing that financing arrangements for such contracts are not considered retail sales of electricity; limiting the capacity of the renewable energy source device, etc. Effective Date: July 1, 2021.

HB 0199 Students With Limited English Proficiency (Valdes)

Requires district school boards to provide certain instruction to students who have limited English proficiency; requires certain standardized assessments be waived for such students in specified circumstances. Effective Date: July 1, 2021.

SB 0200 Student Retention (Berman)

Authorizing a parent to request that his or her student be retained in a grade level for a specified school year; clarifying that specified students may qualify for midyear promotion; authorizing a parent to request such promotion or to request that his or her student continue to be retained, etc. Effective Date: Upon becoming a law.

HB 0201 Florida Kidcare Program Eligibility (Bartleman)

Increases income eligibility threshold for coverage under Florida Kidcare program; authorizes AHCA to seek federal waiver approval or submit state plan amendments as necessary; requires agency to examine graduated family contribution rates for newly qualifying families under program; provides guidelines for such rates; requires agency to increase income eligibility threshold for coverage under program each fiscal year until meeting specified income threshold. Effective Date: July 1, 2021.

SB 0202 Standard High School Diploma Award Requirements (Cruz)

Adding a new requirement for the award of a standard high school diploma to Academically Challenging Curriculum to Enhance Learning students; requiring certain students to submit a Free Application for Federal Student Aid in order to be awarded a standard high school diploma, etc. Effective Date: July 1, 2021.

HB 0211 Students Leaving School Grounds (Slosberg)

Authorizes district school boards to adopt programs & policies for students to leave school grounds during school lunch periods; requires parental consent for student to participate in such policy under certain circumstances. Effective Date: July 1, 2021.

HB 0215 Prohibition of Public Funds for Lobbying by Local Governments (Sabatini)

Prohibits local governments from using public funds to retain lobbyists; provides exceptions; provides sanctions for violations; authorizes people to file complaints with the Commission on Ethics; requires commission to provide a report to specified entities; specifies procedures for disciplining violators. Effective Date: July 1, 2021.

HB 0225 Dyslexia (Trabulsy)

Provides requirements for mandatory dyslexia screening for certain students & subsequent diagnosis of student; establishes Dyslexia Task Force within DOE; provides requirements for such task force; removes requirement for district school superintendents to refer parents to home education review committee; removes penalty for parents failing to provide portfolio to such committee. Effective Date: July 1, 2021.

HB 0227 School Protocols During a COVID-19 State of Emergency (Hinson)

Requires district school board to adopt specified policies during certain declared state of emergency; provides requirements for such policies; requires statewide, standardized assessments be waived during certain declared state of emergency. Effective Date: July 1, 2021

HB 0229 Hazardous Walking Conditions for K-12 Students (Salzman)

Requires DOT to develop & adopt standards & criteria to identify hazardous walking conditions; Revises provisions relating to the transportation of students subjected to hazardous walking conditions & funding for such students. Effective Date: July 1, 2022.

HB 0241 Parents' Bill of Rights (Grall)

Provides parental rights relating to a minor child's education, upbringing, & health care; provides school district, health care practitioner, hospital requirements & specified penalties. Effective Date: July 1, 2021.

SB 0254 Education (Stewart)

Requiring specified teachers to have received, at a minimum, a bachelor's degree; requiring private schools to provide specified students with a certain amount of time for recess; requiring private school students to participate in the statewide assessment program; requiring private schools to comply with the State Requirements for Educational Facilities of the Florida Building Code, etc. Effective Date: July 1, 2021.

SB 0258 Internship Tax Credit Program (Jones)

Designating the "Florida Internship Tax Credit Program"; providing a corporate income tax credit for qualified businesses employing degree-seeking student interns if certain criteria are met; specifying the amount of the credit a qualified business may claim per student intern, etc. Effective Date: July 1, 2021.

SB 0280 Cardiopulmonary Resuscitation Training In Public Schools (Baxley)

Providing that school districts are encouraged to provide basic training in first aid, including cardiopulmonary resuscitation, in specified grades; requiring school districts to provide basic training in first aid, including cardiopulmonary resuscitation, in specified grades; revising requirements for instruction in cardiopulmonary resuscitation, etc. Effective Date: July 1, 2021.

SB 0274 Juvenile Diversion Program Expunction (Perry)

Requiring the Department of Law Enforcement to expunge the nonjudicial arrest record of certain minors who have successfully completed a diversion program for any offense, rather than only a misdemeanor offense; authorizing a minor who successfully completes a diversion program for any offense, rather than only for a first-time misdemeanor offense, to lawfully deny or fail to acknowledge certain information, etc. Effective Date: July 1, 2021.

SB 0282 Moments of Silence in Public Schools (Baxley)

Providing legislative findings; requiring that public school principals require certain teachers to set aside time for a moment of silence at the beginning of each school day; prohibiting teachers from making suggestions as to the nature of any reflection that a student may engage in during the moment of silence; deleting a provision authorizing district school boards to provide a brief period of silent prayer or meditation; requiring certain teachers to encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time, etc. Effective Date: July 1, 2021.

HB 0321 Employment After Retirement of School District Personnel (McFarland)

Establishes exception to reemployment after retirement limitations to authorize retired instructional staff to be employed as substitute teachers before meeting definition of termination; prohibits accrual of additional retirement service credit & renewed membership during such period of reemployment; requires SBA & DMS to request determination letter & private letter ruling from Internal Revenue Service. Effective Date: January 1, 2022.

HB 0337 Impact Fees (DiCeglie)

Specifies instances when local government or special district may collect impact fee; requires local governments & special districts to credit against collection of impact fee any contribution related to public facilities; provides annual

limitations on impact fee increases; requires school districts to report specified items regarding impact fees; requires specified entities to file affidavit attesting that impact fees were appropriately collected & expended. Effective Date: July 1, 2021.

HB0355 The Florida High School Athletic Association (Beltran)

Requires FHSAA to allow certain schools & cooperatives to maintain full membership or to join by sport; prohibits FHSAA from discouraging simultaneously membership in other athletic associations; requires FHSAA to allow public schools to join other athletic associations; prohibits FHSAA from taking actions against member schools that join other athletic associations; prohibits the FHSAA from taking certain actions against specified entities that choose not to participate in the association. Effective Date: July 1, 2021

HB 0357 Photographic Enforcement of School Zone Speed Limit (Duran)

Authorizes county or municipality to contract with vendor to install cameras in school speed zones to enforce speed limits; provides civil penalty for violation found through recording of photographic images; provides for disposition & use of funds; provides for determination of liability; provides nonapplication of violation to driver license points assessment, conviction, driving record, or provision of motor vehicle insurance coverage; requires referral to DHSMV resulting in prohibition of motor vehicle registration renewal & transfer of title; provides for removal of penalties. Effective Date: July 1, 2021

HB 0359 COVID-19 Impact on School Accountability (Bartleman)

Provides that school grades, school improvement ratings, & student performance results from statewide, standardized assessments during the 2020-2021 school year may not be used for specified purposes. Effective Date: upon becoming a law.

SB 0366 Apprenticeship and Preapprenticeship Training (Hutson)

Revising the general duties of the Department of Education with regard to apprenticeship and preapprenticeship programs; revising the membership of the State Apprenticeship Advisory Council; providing that apprenticeship or preapprenticeship program sponsors are responsible for the selection and training of certain personnel, as approved by the department; encouraging state university boards of trustees and apprenticeship program sponsors to cooperate in developing and establishing apprenticeship and preapprenticeship programs that include career instruction, etc. Effective Date: July 1, 2021.

HB 0419 Early Learning and Early Grade Success (Grall)

Deletes Office of Early Learning; creates Division of Early Learning within DOE; revises provisions relating to early learning coalitions; VPK & school readiness programs; & DOE responsibilities & duties relating to early learning and Gold Seal Quality Care Program. Effective Date: upon becoming a law.

SB 0432 Gardiner Scholarship (Perry)

Revising the definition of “curriculum”; revising eligibility requirements for the Gardiner Scholarship program; revising authorized uses of program funds; revising the number of consecutive fiscal years an account must be inactive before the remaining funds revert to the state; revising an obligation of scholarship-funding organizations with respect to student eligibility, etc. Effective Date: July 1, 2021.

SB 0476 Prohibited Discrimination (Bracy)

Citing this act as the “Creating a Respectful and Open World for Natural Hair Act,” or “CROWN Act”; providing that it is unlawful for sponsors under the Florida Housing Finance Corporation Act to discriminate against any person or family because of traits historically associated with race; defining terms; reenacting provisions relating to the State Apartment Incentive Loan Program, etc. Effective Date: July 1, 2021.

HB 0507 Education (Rizo)

Revises provisions relating to DOE powers & duties, the statewide assessment program, and postsecondary civics education. Effective Date: July 1, 2021.

HB 0517 School Meals (Morales)

Requires district school boards participating in the National School Lunch Program provide meals regardless of ability to pay or unpaid meal charges; provides students be allowed to eat such meal; requires district school boards adopt certain policies regarding unpaid meal charges. Effective Date: July 1, 2021.

HB 0519 Required Health Education (Yarborough)

Provides additional requirements for health education; revises grades when students receive certain health education instruction; requires health education instruction include prevention of specified harms. Effective Date: July 1, 2021.

HB 0529 Moments of Silence in Public Schools (Fine)

Requires principals to require teachers to set aside time for moment of silence; prohibits teachers from making suggestions to nature of any reflection during moment of silence; deletes provision authorizing district school boards to provide brief period of silent prayer or meditation; requires certain teachers encourage parents or guardians to discuss moment of silence & make suggestions as to the best use of this time. Effective Date: July 1, 2021.

SB 0532 Workforce Education (Burgess)

Revising the workforce education programs that school district career centers are authorized to conduct, etc. Effective Date: July 1, 2021.

SB 0538 Use of Epinephrine Auto-Injectors on Public K-20 Campuses (Polsky)

Providing that state universities and Florida College System institutions are considered authorized entities for specified purposes relating to the emergency use of epinephrine auto-injectors; requiring, rather than authorizing, public schools to purchase or acquire a supply of epinephrine auto-injectors for specified purposes; requiring state universities and Florida College System institutions to purchase or acquire a supply of epinephrine auto-injectors for specified purposes, etc. Effective Date: July 1, 2021.

SB 0554 Human Trafficking Education in Schools (Thurston, Jr.)

Revising the required health education in public schools to include information regarding the dangers and signs of human trafficking; specifying the minimum requirements of the human trafficking education portion of the comprehensive health education curriculum, etc. Effective Date: July 1, 2021.

SB 0580 Dyslexia (Harrell)

Requiring public schools to screen all students in kindergarten through grade 3 for dyslexia within a certain timeframe; requiring public school students with a substantial deficiency in reading to be placed in an intensive remedial intervention

program; requiring public schools to have at least one person on staff with specified certification in reading instruction for students with dyslexia; establishing the Dyslexia Task Force within the Department of Education; requiring the task force members to be appointed by the Commissioner of Education; requiring the task force to consist of nine members having certain backgrounds, etc. Effective Date: July 1, 2021.

SB 0582 Parental Rights (Rodrigues R)

Creating the “Parents’ Bill of Rights”; prohibiting the state, its political subdivisions, other governmental entities, or other institutions from infringing on parental rights unless specified conditions are met; requiring each district school board to develop and adopt a policy to promote parental involvement in the public school system; prohibiting health care practitioners and their employees from providing health care services or prescribing medicinal drugs to a minor child without a parent’s written consent, etc. Effective Date: July 1, 2021.

SB 0590 Involuntary Examinations of Minors (Harrell)

Revising parent, guardian, or caregiver notification requirements that must be met before an involuntary examination of a minor; revising parent and guardian notification requirements that must be met before conducting an involuntary examination of a minor who is removed from school, school transportation, or a school-sponsored activity; creating reporting requirements for schools relating to involuntary examinations of minors; requiring that certain plans include procedures to assist certain mental and behavioral health providers in attempts to verbally deescalate certain crisis situations before initiating an involuntary examination, etc. Effective Date: July 1, 2021.

SB 0598 Back-to-school Sales Tax Holiday (Perry)

Providing exemptions from the sales and use tax on the retail sale of certain clothing, wallets, bags, school supplies, personal computers, and personal computer-related accessories during a specified timeframe; defining terms; specifying locations where the exemptions do not apply; authorizing certain dealers to opt out of participating in the tax holiday, subject to certain requirements, etc. APPROPRIATION: \$237,000 Effective Date: Upon becoming a law.

SB 0600 Private School Eligibility Requirements (Rouson)

Revising private school eligibility requirements for the state school choice scholarship program, etc. Effective Date: Upon becoming a law.

SB 0610 Collective Bargaining for Instructional Personnel (Stewart)

Removing a requirement that each school district and the certified collective bargaining unit for instructional personnel within each district negotiate a specified memorandum of understanding; removing a requirement that certain certified collective bargaining units include specified information in their applications for renewal of registration; removing a requirement that certain employee organizations petition the Public Employees Relations Commission for recertification, etc. Effective Date: July 1, 2021.

HB 0611 Civic Literacy Education (Diamond)

Requires Commissioner of Education to develop criteria for civic literacy practicum that meets certain goals; provides purpose & requirements; authorizes time spent on specified civic engagement activities to count toward requirements for certain scholarships & academic awards. Effective Date: July 1, 2021.

HB 0641 Charter and Private Schools (Goff-Marcil)

Provides requirements for charter school websites; requires specified teachers to meet specified requirements; requires charter school facilities & private schools to comply with State Requirements for Educational Facilities of Florida Building Code; revises information required to be included in specified database relating to private schools; provides requirements for private school recess; requires private school students to participate in statewide assessment program; provides private school curricula requirements; provides for injunctive relief; authorizes attorney fees & costs; provides requirements for private school grading & assessments; requires DOE to annually develop private school report card. Effective Date: July 1, 2021.

SB 0692 Medical Marijuana Public Employment Protection (Polsky)

Prohibiting an employer from taking adverse personnel action against an employee or a job applicant who is a qualified patient using medical marijuana; providing exceptions; requiring an employer to provide written notice of an employee or job applicant's right to explain a positive marijuana test result within a specified timeframe; providing procedures when an employee or job applicant tests positive for marijuana, etc. Effective Date: Upon becoming a law.

SB 0760 Florida High School Athletic Association (Burgess)

Requiring the FHSAA to allow certain schools and home education cooperatives to maintain full membership in the association or to join by sport; prohibiting the FHSAA from discouraging such school or cooperative from simultaneously maintaining membership in another athletic association; requiring, rather than authorizing, the FHSAA to allow public schools to join other athletic associations, etc. Effective Date: July 1, 2021.

HB 0827 School District Funding (Hawkins)

Requires school districts allocate certain amount of specified funds to programs that prepare students to enroll in AICE courses; requires such funds be spent on specified costs; requires school districts to distribute specified bonuses to certain teachers providing pre-AICE instruction; requires bonuses based on student's score on AICE examination to be paid to all AICE teachers. Effective Date: July 1, 2021.

HB 0829 Senior Citizen and Teacher Property Tax Protection (Bush III)

Prohibits tax collector from including on forms, or assessing or collecting, certain charges on property tax bills for certain identified populations; prohibits tax collector from authorizing debt collection entity to collect certain charges on property tax bills for certain identified populations; prohibits tax collector from selling tax certificate on certain properties; requires DOR to identify mechanisms for assisting certain populations pay for delinquent charges. Effective Date: July 1, 2021.

HB 0835 Employee Organizations (Byrd)

Revises registration renewal application requirements for certain employee organizations; requires employee organizations to petition PERC for recertification; authorizes PERC to conduct investigations; requires personnel & employees to submit specified form to school districts; provides acknowledgment language for such form; prohibits district school boards from deducting certain dues or assessments; requires school districts to receive confirmation before making deduction; requires school districts to adopt policies. Effective Date: July 1, 2021.

HB 0849 School Absence Due to Sickness or Injury (Valdes)

Specifies types of sickness or injury included under certain exemption to attendance policy. Effective Date: July 1, 2021.

HB 0856 School Administrator and Instructional Personnel Salaries (Plasencia)

Revises teacher salary increase allocation; deletes definitions of the terms "grandfathered salary schedule" & "performance salary schedule"; authorizes, rather than requires, district school boards to provide salary adjustments for certain personnel related to performance. Effective Date: July 1, 2021.

SB 0880 Florida High School Athletic Association (Rodriguez (A))

Requiring the Florida High School Athletic Association to adopt specified bylaws or policies, etc. Effective Date: July 1, 2021.

SB 0886 COVID-19 Impact on School Accountability (Thurston, Jr.)

Prohibiting a school from being required to select and implement a turnaround option in the 2021-2022 school year based on the school's 2020-2021 school grade or improvement rating; prohibiting a school or an approved provider from being subject to sanctions or penalties as a result of its 2020-2021 school grade or improvement rating; prohibiting student performance results from the 2020-2021 statewide, standardized assessments from being used for determining grade 3 retention or high school graduation or for calculating student performance measurement and evaluating personnel, etc. Effective Date: Upon becoming a law.

SB 0918 Education (Bradley)

Requiring school districts to allocate a certain amount of specified funds to certain programs that prepare prospective students to enroll in Advanced International Certificate of Education courses; requiring such funds to be spent on specified costs; requiring school districts to distribute specified bonuses to certain classroom teachers providing International General Certificate of Secondary Education instruction, etc. Effective Date: July 1, 2021.

SB 0934 Education (Wright)

Requiring additional specified strategies to be included in rules establishing uniform core curricula for each state-approved teacher preparation program; expanding the instruction that an educator preparation institute may provide to include instruction and professional development for part-time and full-time nondegreed teachers of career programs; providing that the William Cecil Golden Professional Development Program for School Leaders must consist of a network of specified entities, etc. Effective Date: July 1, 2021.

SB 1000 Part-time Public School Enrollment (Baxley)

Authorizing certain students to take up to three courses per school year at any public school, subject to space, availability, and course prerequisites; providing construction; revising the definition of the term "part-time student"; requiring program membership surveys of each school made by each district by aggregating the full-time equivalent student membership of each program by school and by district to include part-time students, etc. Effective Date: July 1, 2021.

SB 1014 Employee Organizations (Baxley)

Requiring employee organizations that have been certified as the bargaining agent for educational support employees to include specified information in applications for renewal of registration; revising the information that employee organizations certified as the bargaining agent for a unit of instructional personnel or educational support employees must report in applications for renewal of registration; requiring that an employee organization whose full dues-paying membership as of a specified date is less than 50 percent of eligible employees to petition the Public Employees Relations Commission for recertification, etc. Effective Date: July 1, 2021.

SB 1016 Digital Learning (Baxley)

Revising legislative findings to include digital devices and home-based Internet connectivity in infrastructure as necessary for a high-quality digital learning environment; requiring each school district to adopt a digital learning plan; requiring school districts to submit plans to the Department of Education by a certain date in a format prescribed by the department; requiring the department to develop one or more state term contracts for a specified purpose, etc. Effective Date: July 1, 2021.

SB 1050 School Bus Safety (Berman)

Authorizing a school district to install cameras on district school buses for certain purposes; authorizing the Department of Highway Safety and Motor Vehicles, a county, or a municipality to authorize a traffic infraction enforcement officer to issue and enforce a citation for certain violations; requiring notification to be sent to the registered owner of the motor vehicle involved in the violation; prohibiting an individual from receiving a commission from any revenue collected from violations detected through the use of a camera and a manufacturer or vendor from receiving a fee or remuneration based upon the number of violations detected through the use of a camera, etc. Effective Date: October 1, 2021.

SB 1108 Education (Diaz)

Authorizing the Department of Education to hold patents, copyrights, trademarks, and service marks; requiring certain students to take a specified assessment relating to civic literacy; requiring certain postsecondary students to complete a civic literacy course and pass a specified assessment to demonstrate competency in civic literacy; requiring school districts to provide the SAT or ACT to grade 11 students beginning in a specified school year; revising the tests that are included under test administration and security rules, etc. Effective Date: July 1, 2021.

SB 1158 School Attendance (Rouson)

Providing that a parent of a student within the compulsory attendance age is not responsible for the student's nonattendance at school if attendance was impracticable or inadvisable on account of mental or physical sickness or injury, as attested to by a written statement of a licensed practicing physician, etc. Effective Date: July 1, 2021.

SB 1180 District School Board Member Salaries (Rodrigues (R))

Requiring that the salaries of certain officials elected on or before July 1, 2021, be adjusted until the official completes his or her 8th year of total service; requiring a member of a district school board elected on or before July 1, 2021, to receive a salary until he or she completes 8 years of total service on the district school board; prohibiting a member of a district school board elected after July 1, 2021, from receiving a salary, etc. Effective Date: July 1, 2021.

SB 1184 Schools of Innovation (Brodeur)

Establishing Schools of Innovation; authorizing a school district to apply to the Commissioner of Education to designate a public school as a School of Innovation; authorizing a School of Innovation to request the state board to waive rules or the district school board to waive policies; authorizing a School of Innovation to use an alternative to letter grades; requiring the department to determine and implement an equitable method of equivalent funding for Schools of Innovation, etc. Effective Date: July 1, 2021.

HB 02051 English as a Second Language through Arts Integration (Morales)

English as a Second Language through Arts Integration: Provides an appropriation for the English as a Second Language through Arts Integration. Effective Date: July 1, 2021.

HB 3685 Manatee Schools STEM Career Pathways Pilot

Provides an appropriation for the Manatee Schools STEM Career Pathways Pilot. Effective Date: July 1, 2021.

HB 6001 Licenses to Carry Concealed Weapons or Firearms (Sabatini)

Removes provision prohibiting concealed carry licensees from openly carrying handgun or carrying concealed weapon or firearm into college or university facility. Effective Date: July 1, 2021.

YOUR GRAYROBINSON TEAM



**Dean Cannon, President and Chief Executive Officer
Chair of Government Affairs**

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Dean served in the Florida House of Representatives from 2004 until 2012. During his eight-year tenure, he played pivotal roles in property tax reform, growth management reform, health care and Medicaid reform, and major transportation infrastructure policy initiatives, among many others. He was selected by his peers to become Speaker of the House for the 2010 to 2012 term and is credited with leading the Florida House effectively during a time of great economic and political challenge.



Kim McDougal, Ph.D., Senior Government Affairs Consultant

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Kim brings almost three decades of education policy knowledge and experience to the firm's lobbying practice, having served in multiple leadership roles at the Department of Education, including governmental relations director and senior policy advisor for several commissioners of education. Most recently, Kim served as chief of staff to Florida Governor Rick Scott. In this role, she was responsible for directly serving and advising the Governor on issues pertaining to 100,000 plus executive branch employees and administered an \$83 billion state budget. She also served as Governor Scott's deputy chief of staff, legislative affairs director, education policy coordinator and as policy advisor during his successful re-election campaign.



Carlecia Collins, Government Consultant

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Carlecia has more than a decade of experience working in Florida politics. Her experience includes serving as a special assistant to the Speaker of the Florida House of Representatives and in several leadership roles within the Florida Senate President's office. In her most recent position, Carlecia served as a senior legislative assistant for Florida Senate President Bill Galvano, where she handled statewide appointments to boards, commissions, and taskforces for the Florida Senate.