

The Florida House of Representatives

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SCHOOLS & LEARNING COUNCIL

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EDUCATION FACT SHEETS 2008

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Committee on Education Innovation & Career Preparation

Rep. THAD ALTMAN, *Chair*

Committee on K-12

Rep. ANITERE FLORES, *Chair*

Committee on Postsecondary Education

Rep. MARTI COLEY, *Chair*



Preface

The Education Fact Sheets reference frequently asked questions and are updated each year to provide the reader with current information. New fact sheets are added to reflect education issues that have been identified during the previous year.

Viewed as a whole, this document provides an overview of the complexity of Florida's education issues and programs. Viewed individually, each fact sheet provides information "in a nutshell" about a specific education issue or program, with guidance for how to get more detailed information.

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GENERAL



Schools & Learning Council
2008 Committee Oversight Powers
and Responsibilities

Fact
Sheet

January 2008

1. Do the committees in the Schools & Learning Council oversee Florida’s education system?	Yes. The committees that make up the Schools & Learning Council have broad power to maintain a continuous review of the work of the Department of Education and the State Board of Education. The committees also have the authority to evaluate the performance of the K-20 education system.
2. Can the committees request reports and recommendations from the Department of Education and other education agencies?	Yes. Section 11.143, F.S., authorizes the committees to request reports concerning the operation of any state agency subject to its jurisdiction, including recommendations by the agency with regard to existing law or proposed education legislation.
3. Do the committees have subpoena power?	Yes. The committees may subpoena any person or compel the production of books, letters, or other documentary evidence, including confidential information.
4. Do the committees review agency rulemaking?	Yes. The committees’ staff reviews proposed administrative rules in conjunction with the staff of the Joint Administrative Procedures Committee, which is primarily responsible for reviewing all administrative rules proposed under Chapter 120, F.S., on behalf of the Legislature.
5. What reports have the committees requested from the Department of Education or State Board of Education?	<p>The committees periodically request reports, statewide education data, bill analyses, and general information from the Department of Education.</p> <p>The Florida Statutes and Laws of Florida also often place report requirements on the Department of Education, State Board of Education, and other education-related entities. The Schools & Learning Council maintains a list of these required reports. The list currently contains over 80 separate reports.</p>
6. What are the applicable statutes and rules?	<p>Section 11.143, F.S. — Standing or select committees; powers.</p> <p>Rule 7.30, Rules of the House of Representatives.</p>
7. Where can I get additional information?	Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council
Education Funding

Fact Sheet

January 2008

<p>1. Is the State the only entity that provides funds for the Early Learning - Voluntary Prekindergarten Education Program, K-12 public schools, community colleges, universities, and other educational programs?</p>	<p>No. While the State plays a key role in providing funds to support the education system, federal, local, private, and other sources also provide funding.</p>
<p>2. What types of funds are appropriated for the Voluntary Prekindergarten Education Program?</p>	<p>General revenue funds are provided to the Department of Education for transfer to the Agency for Workforce Innovation for the administration and delivery of the Early Learning – Voluntary Prekindergarten Education Program through local early learning coalitions. (Refer to the Early Learning – Voluntary Prekindergarten Education Program Fact Sheet)</p>
<p>3. What types of funds are appropriated for K-12 public schools ?</p>	<p>For the 2007-2008 fiscal year, appropriations for public schools are as follows:</p> <ul style="list-style-type: none"> • 77% from general revenue funds. • 14% from federal funds. • 3% from the Educational Enhancement Trust Fund. • 6% from other trust funds. <p>Though not appropriated, the Legislature does determine the required local effort to be collected from local property taxes.</p>
<p>4. What is the Florida Education Finance Program (FEFP)?</p>	<p>The FEFP is the funding formula adopted by the Florida Legislature in 1973 to allocate funds appropriated by the Legislature to school districts for K-12 public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to ensure equalized funding, the FEFP is comprised of state and local funds and takes into account:</p> <ul style="list-style-type: none"> • The local property tax base. • The costs of educational programs. • District costs of living and the costs of hiring personnel across districts. • Sparsity of student population. <p>(Refer to the Florida Education Finance Program</p>

	Fact Sheet).
<p>5. What are the local funding sources for K-12 public school operations?</p>	<p><u>Nonvoted Millage Rates</u> The Legislature established in the 2007-2008 General Appropriations Act (ch. 2007-72, L.O.F.) the required local effort (RLE) amount of \$7.9 billion to be raised by ad valorem taxes. With the receipt of the certified tax roll in July, the Commissioner of Education calculates a statewide millage rate (4.843) that will generate \$7.9 billion, when applied to each county's tax roll, after each school board's millage rate is adjusted for the county's local level of assessment on ad valorem property and for the requirement that no school board's RLE shall exceed 90% of FEFP funds. School boards must levy the RLE millage rate to receive state FEFP funding.</p> <p>School boards are authorized to levy two nonvoted discretionary millage rates: 1) up to .51 mills; and 2) up to .25 mills but not to exceed the amount of revenue that will generate \$100 per FTE.</p> <p><u>Voted Millage Rates</u> The electors within a school district may approve two millage rates: 1) a millage rate for a period not to exceed two years; and 2) a millage rate for a period not to exceed four years.</p>
<p>6. Is there a limit on the amount of local property taxes that may be collected for school purposes?</p>	<p>Yes. The Florida Constitution limits the amount of ad valorem taxes for school purposes to 10 mills, exclusive of taxes levied for the payment of bonds and taxes levied for periods not longer than two years when authorized by vote of the electors.</p>
<p>7. Are there any state capital outlay funds available to school districts?</p>	<p>Yes. Several state sources provide funds for school district-capital outlay, including the following programs with funding provided for Fiscal Year 2007-2008:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO). • Capital Outlay and Debt Service Fund (CO&DS). • Special Facility Construction Account. • Classrooms First Lottery Bond Program. • Classroom for Kids Program. • Charter School Capital Outlay. <p><u>No funding in Fiscal Year 2007-2008 but still in statute:</u></p> <ul style="list-style-type: none"> • Effort Index Grant Program. • School Infrastructure Thrift (SIT) Program. • High Growth District Capital Outlay Assistance Grant Program.

<p>8. Are there any local capital outlay funds available to school districts?</p>	<p>Yes. Several local sources provide funds for school district capital outlay, including:</p> <ul style="list-style-type: none"> • Two mill money (non-voted). • Voted millage. • School Capital Outlay Surtax (voted 1/2 cent sales surtax). • Local government infrastructure surtax (voted). • Bond referendum (voted). • Impact fees.
<p>9. What types of funds are available for community colleges?</p>	<p>For the 2007-2008 fiscal year, appropriations for community college operations are as follows:</p> <ul style="list-style-type: none"> • 62% from general revenue. • 10% from the Educational Enhancement Trust Fund. • 28% from student tuition and fees. <p>Although the Legislature controls in-state and out-of-state tuition and fees, the revenues remain at the individual community colleges and are not appropriated in the General Appropriations Act.</p>
<p>10. Are there any capital outlay funds available to community colleges?</p>	<p>Yes. Community colleges derive capital outlay funds from the following state sources:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO). • Capital Outlay and Debt Service Trust Fund (CO&DS). • General Revenue Fund. • State match for private funds. • Capital improvement funds.
<p>11. What types of funds are appropriated for state universities?</p>	<p>For the 2007-2008 fiscal year, appropriations for state university operations are as follows:</p> <ul style="list-style-type: none"> • 67% from general revenue. • 7% from the Educational Enhancement Trust Fund. • 26% from student tuition and fees. • Less than 1% from other trust funds.
<p>12. In addition to state appropriations and student tuition and fees, are there other funding sources available to state universities?</p>	<p>Yes. The following funding sources may be available for state university operating purposes during the fiscal year:</p> <ul style="list-style-type: none"> • Federal, state, local and non-governmental contracts and grants. • Gifts and donations. • Concessions. • Self-insurance funds. • Auxiliary enterprises. • Hospital revenues. • Intercollegiate athletic fees.

	<ul style="list-style-type: none"> • Student financial aid fees. • Faculty practice plans.
<p>13. Are there any capital outlay funds available to state universities?</p>	<p>Yes. State universities derive capital outlay funds from the following sources:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO). • General Revenue Fund. • Capital Improvement Trust Fund fees. • Building fees. • State match for private funds. • State University Concurrency Trust Fund. • Other trust funds.
<p>14. What are the applicable statutes?</p>	<p>Section 9(a)(2), Art. XII of the State Constitution -- PECO. Section 9(d), Art. XII of the State Constitution -- CO&DS. Section 212.055(2), F.S. -- Local Government Infrastructure Surtax. Section 212.055(6), F.S. -- School Capital Outlay Surtax. Section 1009.23, F.S. -- Community College Student Fees. Section 1009.24, F.S. -- State University Student Fees. Sections 1010.40-1010.59, F.S. -- School District Bonds. Section 1011.62, F.S. -- FEFP Formula. Section 1011.71(2), F.S. -- Two Mill Money. Section 1011.73, F.S. -- District Millage Election. Section 1013.64(1), F.S. -- PECO (maintenance, repair, renovation). Section 1013.64(2)(a), F.S. -- Special Facility Construction Account. Section 1013.65, F.S. -- Allocation of PECO Funds. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.735, F.S. -- Classrooms for Kids Program. Section 1013.737, F.S. -- The Class Size Reduction Lottery Revenue Bond Program. Section 1013.738, F.S. -- High Growth District Capital Outlay Assistance Grant Program.</p>
<p>15. Where can I get additional information?</p>	<p>Florida Department of Education Deputy Commissioner's Office (850) 245-0406 http://www.fldoe.org/</p> <p>State Board of Education (850) 245-9654 http://www.fldoe.org/</p>

	<p>Florida Board of Governors (850) 245-0466 http://www.flbog.org/</p> <p>SMART Schools Clearinghouse (850) 245-9239 http://smartschools.state.fl.us</p> <p>Florida House of Representatives Policy & Budget Council (850) 488-1601</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council

Florida Lottery and Slot Machine Revenues for Education

Fact Sheet

January 2008

<p>1. What is the history of the Florida Lottery?</p>	<p>In 1986, voters amended Florida’s Constitution to allow the State to operate lotteries. The Florida Public Education Lottery Act (Ch. 87-65, L.O.F.) implements the constitutional amendment in a manner that enables the people of the state to benefit from significant additional monies for education and also enables the people of the state to play the best lottery games available. Pursuant to s. 24.102(2), F.S., the intent of the Legislature is to use the net proceeds of the lottery games to support improvements in public education. The lottery proceeds are not to be used as a substitute for existing resources for public education.</p>
<p>2. What is the history of slot machines in Florida?</p>	<p>In 2004, voters amended Florida’s Constitution to allow the operation of slot machines at eligible pari-mutuel facilities located in Miami-Dade County or Broward County, subject to voter approval in those counties. Chapter 2005-362, L.O.F., implements the constitutional amendment and provides for a tax rate of 50 percent on slot machine revenues. Revenues from this tax are used to supplement public education.</p>
<p>3. How are lottery and slot machine revenues distributed?</p>	<p>Lottery revenues are distributed based on variable percentages of gross revenue from the sale of online and instant lottery tickets intended to maximize revenue to the Educational Enhancement Trust Fund. Variable percentages of gross revenue are returned to the public in the form of prizes. A portion of gross revenues is used to pay the expenses of running the Lottery, including the cost of advertising and lottery operations and payments to ticket vendors and lottery retailers. The remainder of the gross revenue and other earned revenue are deposited in the Educational Enhancement Trust Fund.</p> <p>Revenues from the tax on slot machine revenues are deposited in the Educational Enhancement Trust Fund. Other costs associated with regulating slot machine gaming are funded through license fees paid by slot machine facilities.</p>
<p>4. How much lottery prize money goes unclaimed each year?</p>	<p>The amount of unclaimed prizes accumulated each year is variable based on many factors. The following chart details the amount of unclaimed prize money from both online and instant ticket sales from fiscal years 1999-2000 through 2006-2007.</p>

Florida Lottery and Slot Machine Revenues for Education

	Online Games	Instant Games	Total
1999-00	33.3	10.0	43.3
2000-01	32.1	10.9	43.0
2001-02	29.6	11.3	40.9
2002-03	31.2	11.8	43.0
2003-04	59.5	1.7	61.2
2004-05	37.9	18.8	56.7
2005-06	42.0	10.4	52.4
2006-07	33.0	15.5	48.4

Dollars in millions. Totals may not add due to rounding.

<p>5. What happens to unclaimed lottery prizes?</p>	<p>Chapter 2005-84, L.O.F., changed the use of unclaimed prizes. The law requires that 80% of unclaimed prize money be transferred directly to the Educational Enhancement Trust Fund. These funds may be used to match private contributions received under the postsecondary matching grant programs established in ss. 1011.32, 1011.85, 1011.94, and 1013.79, F.S. The remaining 20 percent of unclaimed prize money is added to the pool from which future prizes are to be awarded or used for special prize promotions. Previously, with the exception of an exceptionally large unclaimed prize in 2004, all unclaimed prize money remained with the Lottery to increase prize payouts and occasionally augment initial online game jackpots.</p>
<p>6. What are specific dedicated uses of the Educational Enhancement Trust Fund?</p>	<p>The Educational Enhancement Trust Fund is primarily used for the following:</p> <p>Florida Bright Futures Scholarship Program Bright Futures is a merit-based scholarship program designed to provide college scholarships to students who achieve certain academic levels in high school. In 2007-2008, \$387,685,153 was appropriated to the Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p> <p>Classrooms First and Classrooms for Kids Programs A portion of revenues in the Educational Enhancement Trust Fund is pledged to pay debt service on bonds issued by the state pursuant to the Classrooms First Program (the 1997 School Capital Outlay Bond Program) and the Classrooms for Kids Program (the Class Size Reduction Bond Program). These funds are used for new construction of schools, maintenance or repair of schools, School Infrastructure Thrift (SIT) Program incentive funds, and Effort Index Grants.</p> <p>Florida School Recognition Program The Florida School Recognition Program is designed to reward individual schools that sustain high performance or demonstrate exemplary improvement. Schools recognized by the program can receive rewards of up to \$100 per student. The 2007 Legislature appropriated \$261.6 million from the Educational Enhancement Trust Fund for the Florida School Recognition Program and for school district enhancement. (Refer to the School Recognition Program</p>

Florida Lottery and Slot Machine Revenues for Education

	Fact Sheet.)
7. How are the remaining funds in the Educational Enhancement Trust Fund used?	<p>After the Bright Futures Scholarship Program, the Classrooms First, and Classrooms for Kids debt service are fully funded, the remaining funds are apportioned as follows:</p> <ul style="list-style-type: none"> • 70% to public schools. • 15% to the Florida Community College System. • 15% to the State University System.
8. What are acceptable uses of Educational Enhancement Trust Fund dollars?	<p>Public educational programs and purposes funded by the Educational Enhancement Trust Fund may include, but are not limited to the following: endowments, scholarships, matching funds, direct grants, research and economic development related to education, salary enhancement, contracts with independent institutions to conduct programs consistent with the state master plan for postsecondary education, and other educational programs or purposes deemed desirable by the Legislature.</p>
9. How do appropriations from the Educational Enhancement Trust Fund compare to the total amount spent on education?	<p>For 2007-2008, the Legislature appropriated \$1.6 billion from the Educational Enhancement Trust Fund. However, total funding for education is \$33.3 billion (including state, federal, local effort, and student tuition/fees). Therefore, the Educational Enhancement Trust Fund appropriations make up 4.7% of the total funding available for education.</p>
10. What are the applicable laws and statutes?	<p>Chapter 24, F.S. -- Florida Lottery. Section 1008.36, F.S. -- Florida School Recognition Program. Sections 1009.53-1009.538, F.S. -- Florida Bright Futures Scholarship Program. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.70, F.S. -- 1997 School Capital Outlay Bond Program. Section 1013.735, F.S. -- Classrooms for Kids Program. Section 1013.736, F.S. -- District Effort Recognition Program. Chapter 551, F.S. -- Slot Machines. Section 1, chapter 2007-72, L.O.F. (General Appropriations Act). Section 1, chapter 2007-326, L.O.F. (Special Appropriations Act).</p>
11. Where can I get additional information?	<p>Florida Department of Education Deputy Commissioner, Finance and Operations Office (850) 245-0406 www.firn.edu/doe/strategy/pdf/lottery.pdf</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Early Learning – School Readiness

Fact Sheet

January 2008

<p>1. What is the School Readiness Program?</p>	<p>The School Readiness Program provides early childhood education and child care services for children of low-income families; children in protective services who are at risk of abuse, neglect, or abandonment; and children with disabilities. Funded through a mixture of state and federal funds, the School Readiness Program is a state-federal partnership between Florida’s Agency for Workforce Innovation (AWI) and the Child Care Bureau of the United States Department of Health and Human Services.</p> <p>Established in 1999, the School Readiness Program is administered by 31 early learning coalitions (Refer to Question 8) at the county or regional level. AWI provides statewide coordination of the coalitions.</p> <p>For fiscal year 2007-2008, a total of \$664.5 million was appropriated for the School Readiness Program from a mixture of state and federal funds, including \$371.8 million from the federal Child Care and Development Fund (CCDF) block grant, \$134.5 million from the federal Temporary Assistance for Needy Families (TANF) block grant, \$156.0 million from the state’s General Revenue Fund, and \$2.2 million from other fund sources. In addition, AWI was provided \$3.9 million for development of a computerized data system known as the Early Learning Information System (ELIS).</p>
<p>2. Who is eligible for the School Readiness Program?</p>	<p>Federal regulations governing the Child Care and Development Fund (CCDF), which accounts for 55 percent of the state’s funding for the School Readiness Program, allow the state to use the funds for child care services, if:</p> <ul style="list-style-type: none">• The child is under 13 years of age or, at the state’s option, under age 19 and physically or mentally incapable of caring for himself or herself, or under court supervision; and• The child:<ul style="list-style-type: none">○ Resides with a parent or parents who work or attend job training or educational programs and the family income does not exceed 85 percent of the state’s median income for a family of the same size; or○ Receives, or needs to receive, protective services.

Within these broad federal eligibility categories, Florida law specifies that the School Readiness Program is established for children from birth to school entry and requires early learning coalitions to admit children in the School Readiness Program according to two priorities:

- **First priority.** Children from those families that include a parent who receives temporary cash assistance and is required under state or federal law to engage in work activities (e.g., employment, education, and vocational training).
- **Second priority.** Children age 3 years to school entry who are served in child protective services and for whom child care is needed to minimize the risk of further abuse, neglect, or abandonment.

Beyond these two priorities, state law allows each early learning coalition to establish local priorities for admitting children in the School Readiness Program among the following eligibility categories:

- A child under the age of kindergarten eligibility who is:
 - Determined to be at risk of abuse, neglect, or exploitation who currently is in child protective services.
 - At risk of welfare dependency, including a child whose family income does not exceed 150 percent of the federal poverty level, a child of a participant in the welfare transition program, a child of a migrant farmworker, or a child of a teen parent.
 - A child of a working family whose family income does not exceed 150 percent of the federal poverty level.
 - A child for whom the state is paying a relative caregiver payment.
- A 3-year-old or 4-year-old child:
 - Whose family income exceeds 150 percent of the federal poverty level but who has a disability;
 - Has been served in a “specific part-time or combination of part-time exceptional education programs with required special services, aids, or equipment”; and
 - Was previously “reported for funding part time with the Florida Education Finance Program as [an] exceptional student[.]”

- A child from birth to 4 years of age who is served at home through a home visitor program or intensive parent education program, if:
 - The child's family income does not exceed 150 percent of the federal poverty level;
 - The child has a disability; or
 - The child is at risk of future school failure.
- A child who meets federal and state eligibility requirements for the migrant preschool program and whose family income does not exceed 150 percent of the federal poverty level.

Transitional child care. Through the School Readiness Program, early learning coalitions fund transitional child care for former welfare transition program participants and individuals redirected through up-front diversion (i.e., immediate assistance provided by the state's workforce system to divert an individual away from the need for temporary cash assistance through securing or retaining employment or child support). Florida's Workforce Innovation Act of 2000 authorizes transitional child care for up to 2 years:

- After a participant leaves the welfare transition program due to employment and whose income does not exceed 200 percent of the federal poverty level at any time during the 2 years; or
- For an individual redirected through up-front diversion and whose income does not exceed 200 percent of the federal poverty level at any time during the 2 years.

Child Care Executive Partnership. The Child Care Executive Partnership Program allows funding from the School Readiness Program to be used for payment of matching child care funding for a child whose family income does not exceed 200 percent of the federal poverty level. Matching funds are provided as a dollar-for-dollar match from employers, local governments, and other contributors.

School-age children. Florida law specifies that the School Readiness Program is established for children from birth to school entry. However, state law also specifies that an early learning coalition may, subject to approval by AWI, receive subsidized child care funds for all children eligible for any federal subsidized child care program. AWI has interpreted this provision to allow funding from the School Readiness Program to be used for any CCDF-eligible child under the

	<p>broad federal eligibility categories (<i>i.e.</i>, a child under age 13 or under age 19 and physically or mentally incapable of caring for himself or herself, or under court supervision).</p> <p>Once a child is admitted in the School Readiness Program, even if the child’s family income changes, the child remains eligible for the program until entering school. However, if family income changes, the parent’s co-payment would be subject to change under the sliding fee scale (Refer to Question 3).</p>
<p>3. What is a “sliding fee scale?”</p>	<p>Each early learning coalition is required to adopt, subject to approval by AWI, a local sliding fee scale for the School Readiness Program. A sliding fee scale establishes a co-payment charged to a parent based on the parent’s income and family size. A provider receives payment for the School Readiness Program from the early learning coalition and collects the co-payment directly from the parent. A school readiness provider is not prohibited from charging a parent fees beyond the co-payment.</p>
<p>4. What providers participate in the School Readiness Program?</p>	<p>A wide range of public and private providers of early childhood education and child care services participate in the School Readiness Program, including:</p> <ul style="list-style-type: none"> • Public and private schools; • Licensed child care facilities and large family child care homes; • Licensed and registered family day care homes; • Faith-based child care facilities and after-school programs, which are both exempt from licensure; and • Informal providers (e.g., in-home and relative care).
<p>5. How is a provider selected for a child?</p>	<p>Both federal CCDF regulations and state law give a child’s parent the right to select the provider for his or her child.</p>
<p>6. How do parents apply for the School Readiness Program for their children?</p>	<p>A parent may apply for his or her child’s admission in the School Readiness Program by submitting an application to the early learning coalition (Refer to Question 8).</p>
<p>7. What is a child expected to learn in the School Readiness Program?</p>	<p>AWI adopts child performance standards that describe age-appropriate expectations for what a child in the School Readiness Program should know and be able to do. These standards must be integrated with the performance standards adopted by DOE for the Voluntary Prekindergarten Education Program. AWI’s performance standards must address a series of school readiness skills described in state law:</p> <ul style="list-style-type: none"> • Compliance with rules, limitations, and routines.

	<ul style="list-style-type: none"> • Ability to perform tasks. • Interactions with adults. • Interactions with peers. • Ability to cope with challenges. • Self-help skills. • Ability to express the child’s needs. • Verbal communication skills. • Problem-solving skills. • Following of verbal directions. • Demonstration of curiosity, persistence, and exploratory behavior. • Interest in books and other printed materials. • Paying attention to stories. • Participation in art and music activities. • Ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.
<p>8. What is an “early learning coalition”?</p>	<p>Formerly called a “school readiness coalition,” an early learning coalition may serve one county or a multi-county region. Depending on the size and number of counties served, a coalition is composed of 18 to 35 members, including a chair and two additional members appointed by the Governor; locally appointed representatives of state and local public agencies; local representatives from the child care industry; and “private-sector business members” appointed by the coalition after receiving nominations from a local chamber of commerce or economic development council.</p> <p>An early learning coalition administers the School Readiness Program, the Voluntary Prekindergarten Education Program, and the state’s child care resource and referral network in its county or multi-county region. Before administering the programs, an early learning coalition must submit a plan for approval by AWI. There are currently 31 early learning coalitions with approved plans.</p>
<p>9. What are the applicable laws and statutes?</p>	<p>Section 402.27, F.S. – Child Care and Early Childhood Resource and Referral. Section 409.178(3), F.S. – Child Care Executive Partnership Act; Findings and Intent; Grant; Limitation; Rules. Section 411.01, F.S. – School Readiness Programs; Early Learning Coalitions. Section 445.032, F.S. – Transitional Child Care. Section 445.017, F.S. – Diversion. Section 445.024, F.S. – Work Requirements. Part V of chapter 1002, F.S. (sections 1002.51-1002.79,</p>

	<p>F.S.) – Voluntary Prekindergarten Education Program.</p> <p>Chapter 99-357, L.O.F. – School Readiness Act. Specific Appropriations 2346-2357, section 6, chapter 2007-72, L.O.F. – General Appropriations Act for Fiscal Year 2007-2008.</p> <p>Specific Appropriations 488-492, section 6, chapter 2007-326, L.O.F. – Special Appropriations Act for Fiscal Year 2007-2008.</p> <p>Title 45, Code of Federal Regulations, section 98.20(a) – A Child’s Eligibility for Child Care Services. Title 45, Code of Federal Regulations, section 98.30 – Parental Choice.</p>
<p>10. Where can I get additional information?</p>	<p>Agency for Workforce Innovation Office of Early Learning (850) 921-3180 www.flready.com</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Early Learning - Voluntary
Prekindergarten Education Program

Fact Sheet

January 2008

<p>1. What is the Voluntary Prekindergarten (VPK) Education Program?</p>	<p>In 2002, Florida voters approved Amendment No. 8 to the State Constitution, which required the Legislature, by 2005, to establish an early childhood development and education program for every 4-year-old child in the state. The program must be voluntary, high quality, free, and delivered according to professionally accepted standards. In 2004, the Legislature created the Voluntary Prekindergarten Education (VPK) Program, which allows a parent to enroll his or her child in a voluntary, free prekindergarten program offered during the school year or summer before the child is eligible for admission to kindergarten.</p> <p>In 2005-2006, the VPK program enrolled 105,896 children, of which 93,574 enrolled for the school-year and 12,322 enrolled for the summer. For 2006-2007, total enrollment increased to more than 124,000 children, of which approximately 114,000 enrolled for the school year and 10,000 enrolled for the summer. The 2006-2007 enrollment represents approximately 55 percent of the state's eligible 4-year-old children.</p>
<p>2. Who is eligible for the VPK program?</p>	<p>A child who lives in Florida and who will be 4 years old, but not yet 5 years old, on September 1 of the school year is eligible for the VPK program during that school year. The child remains eligible until the beginning of the school year for which the child is eligible for kindergarten in a public school (<i>i.e.</i>, the child is 5 years old by September 1 of the school year) or is admitted to kindergarten, whichever occurs first.</p> <p>A child may not attend the summer VPK program earlier than the summer immediately before the school year that the child is eligible for kindergarten.</p>
<p>3. What choices do families have?</p>	<p>The parent of an eligible child may choose among three types of VPK programs:</p> <ul style="list-style-type: none">• A 540-instructional-hour school-year VPK program delivered by a private provider that has a director with a prekindergarten director credential, with classes of at least 4 and not more than 18 students, that has for each class at least one instructor who holds at least a child development associate (CDA) or equivalent state-

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	<p>approved credential and who completes a 5-clock-hour course in emergent literacy training, and that, for classes of 11 or more students, has a second instructor who is not required to have those credentials or training;</p> <ul style="list-style-type: none"> • If offered in a school district that meets class-size reduction requirements, a 540-instructional-hour school-year VPK program delivered by a public school with classes of at least 4 and not more than 18 students, that has for each class at least one instructor who holds at least a CDA or equivalent state-approved credential and who completes a 5-clock-hour course in emergent literacy training, and that, for classes of 11 or more students, has a second instructor who is not required to have those credentials or training; or • A 300-instructional-hour summer VPK program delivered by a public school or private provider with classes of at least 4 and not more than 10 students, and that has for each class at least one Florida-certified teacher or an instructor who holds a bachelor's or higher degree in specified early learning degree programs.
<p>4. How are children enrolled in the VPK program?</p>	<p>A parent may register his or her child in the VPK program by submitting an application to the early learning coalition (Refer to Question 13). After registration, the parent must choose a school-year or summer program and must select among the eligible private providers and public schools. A child's enrollment is complete when the private provider or public school selected by the child's parent notifies the early learning coalition that the child is admitted.</p> <p>Early learning coalitions must coordinate with school districts in developing procedures for enrolling children in public school VPK programs.</p> <p>A pilot project allows a parent, instead of registering with the early learning coalition, to register a child directly with the private provider or public school in 21 counties: Baker, Bradford, Clay, Collier, Gadsden, Glades, Hendry, Jefferson, Lee, Leon, Liberty, Madison, Marion, Nassau, Okaloosa, Orange, Osceola, Wakulla, Walton, St. Lucie, and Taylor.</p>
<p>5. How can families make informed choices?</p>	<p>Early learning coalitions must provide parents with a profile of each private provider and public school. The profile must include information regarding the provider's or school's:</p> <ul style="list-style-type: none"> • Services, curriculum, instructor credentials, and instructor-to-student ratio; and

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	<ul style="list-style-type: none"> • Kindergarten readiness rate based upon the most recent available results of the statewide kindergarten screening.
<p>6. What requirements must private providers meet to offer the VPK program?</p>	<p>School-year programs. To offer a VPK school-year program, a private provider must register with the early learning coalition and must be a:</p> <ul style="list-style-type: none"> • Licensed child care facility; • Licensed family day care home; • Licensed large family child care home; • Nonpublic school exempt from licensure; or • Faith-based child care provider exempt from licensure. <p>In addition, a private prekindergarten provider must:</p> <ul style="list-style-type: none"> • Be accredited by an accrediting association that is a member of the National Council for Private School Accreditation, the Commission on International and Trans-Regional Accreditation, or the Florida Association of Academic Nonpublic Schools; • Hold a current Gold Seal Quality Care designation; or • Be licensed and demonstrate to the early learning coalition that the provider meets the VPK program’s statutory requirements. <p>Unlicensed (registered) family day care homes and informal child care providers are not eligible to offer the VPK program.</p> <p>Summer programs. To offer a VPK summer program, a private provider must meet each requirement for the school-year program.</p>
<p>7. What requirements must public schools meet to offer the VPK program?</p>	<p>School-year programs. A public school may only offer the school-year VPK program if the district school board certifies that the school district:</p> <ul style="list-style-type: none"> • Complies with the current-year requirements for class-size reduction; and • Has sufficient, satisfactory educational facilities and capital outlay funds to achieve full compliance with the class-size reduction requirements. <p>In addition, the Commissioner of Education must certify his or her agreement with the school district’s class-size certifications.</p> <p>Each eligible school district determines which public schools in the district, if any, may offer the school-year program. To participate, each public school must register with the early</p>

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	<p>learning coalition.</p> <p>Summer programs. Each school district must offer a summer VPK program, although the district determines which public schools in the district will offer the program. School districts may limit the number of students in a particular public school but must provide for the admission of every eligible student enrolling in the summer program.</p>
<p>8. What instructor credentials are required for the VPK program?</p>	<p>School-year programs. A private provider or public school offering a school-year VPK must have for each class at least one instructor with the following credentials:</p> <ul style="list-style-type: none"> • A child development associate (CDA) credential issued by the National Credentialing Program of the Council for Professional Recognition; • A credential approved by the Department of Children and Family Services (DCF) as being equivalent to or greater than the national CDA; or • One of the following: <ul style="list-style-type: none"> ○ Bachelor’s or higher degree in early childhood education, prekindergarten or primary education, preschool education, or family and consumer science; ○ Bachelor’s or higher degree in elementary education, if the instructor has been certified to teach children any age from birth through grade 6, regardless of whether the teaching certificate is current; ○ Associate’s or higher degree in child development; ○ Associate’s or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours experience in teaching or providing child care services for children any age from birth through eight years of age; or ○ An educational credential approved by the Department of Education (DOE) as being equivalent to or greater than any of these educational credentials. <p>Summer programs. A private provider or public school offering a summer VPK program must have for each class a Florida-certified teacher or at least one instructor with the following credentials:</p> <ul style="list-style-type: none"> • Bachelor’s or higher degree in early childhood education, prekindergarten or primary education, preschool education, or family and consumer science; or • Bachelor’s or higher degree in elementary education, if

	<p>the instructor has been certified to teach children any age from birth through grade 6, regardless of whether the teaching certificate is current.</p> <p>Emergent Literacy Training Course. Each VPK instructor that does not have a bachelor’s or higher degree in specified early learning degree programs must receive 5 hours of training in emergent literacy (Refer to Question 9).</p> <p>Background screening. Each VPK instructor must be of good moral character, cannot be ineligible to teach in a public school because of a suspended or revoked teaching certificate, and must have a background screening conducted before employment, which must be repeated at least once every 5 years.</p> <p>Background screening requires fingerprinting, statewide criminal and juvenile records checks through the Florida Department of Law Enforcement, and federal criminal records checks through the Federal Bureau of Investigation.</p> <p>A private provider or public school may not employ a VPK instructor who has been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to any one of the 47 criminal offenses listed in s. 435.04(2), F.S.</p> <p>The VPK program also includes the following aspirational goals:</p> <ul style="list-style-type: none"> • By the 2010-2011 school year: <ul style="list-style-type: none"> ○ Each VPK class will have at least one instructor who holds an associate’s or higher degree in the field of early childhood education or child development; and ○ Each VPK class composed of 11 or more students will have an instructor with an associate’s or higher degree and a second instructor who has a child development associate (CDA) or state-approved equivalent credential. • By the 2013-2014 school year: <ul style="list-style-type: none"> ○ Each VPK class will have at least one instructor who holds a bachelor’s or higher degree in the field of early childhood education or child development.
<p>9. What is emergent literacy?</p>	<p>Before starting kindergarten, children need certain skills so they are ready to learn to read. Emergent literacy includes:</p>

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	<ul style="list-style-type: none"> • Oral communication; • Knowledge of print and letters; • Phonemic and phonological awareness (recognition that words are made up of sounds); and • Vocabulary and comprehension development.
<p>10. What are the curricular requirements for the VPK program?</p>	<p>Each private provider and public school may select or design its own curriculum, which must:</p> <ul style="list-style-type: none"> • Be developmentally appropriate; • Be designed to prepare a student for early literacy; • Enhance the age-appropriate progress of students in attaining DOE’s adopted VPK performance standards; and • Prepare students to be ready for kindergarten based upon the statewide kindergarten screening. <p>However, if a low-performing private provider or public school is placed on probation because its kindergarten readiness rate (<i>i.e.</i>, percentage of students assessed as ready for kindergarten) falls below the minimum satisfactory rate established by the State Board of Education for 2 consecutive years, the provider or school must use a curriculum approved by DOE.</p>
<p>11. What is the statewide kindergarten screening?</p>	<p>Within the first 30 school days of the school year, each school district must annually administer a screening of each kindergarten student’s readiness for kindergarten. DOE currently prescribes the Florida Kindergarten Readiness Screener (FLKRS) for statewide screening. FLKRS is composed of two screening instruments, the Early Childhood Observation System (ECHOS), which measures a child’s learning development, and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which measures a child’s early literacy development.</p> <p>The 2006 FLKRS scores showed the following statewide results:</p> <ul style="list-style-type: none"> • On ECHOS, 42 percent of students consistently demonstrated readiness, 44 percent were emerging or progressing, and 14 percent were not yet demonstrating progress. • On DIBELS Letter Naming, 56 percent of students demonstrated above average readiness, 14 percent were at low risk, 14 percent were at moderate risk, and 16 percent were at high risk. • On DIBELS Initial Sound, 44 percent of students demonstrated above average readiness, 19 percent were at low risk, 19 percent were at moderate risk, and

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	<p>18 percent were at high risk.</p>
<p>12. What agencies administer the VPK program?</p>	<p>At the state level, the Agency for Workforce Innovation (AWI) governs the day-to-day operations of both the VPK program and the school readiness system. DOE sets standards, administers assessments, and approves curricula.</p> <p>Early learning coalitions administer both the VPK program and School Readiness Program at the local level. AWI's oversight duties for the early learning coalitions include enrolling children, reporting attendance, providing payments to private providers and public schools, and monitoring providers and schools for compliance with program requirements.</p> <p>DOE adopts performance standards defining what 4-year-old children should know and be able to do; approves emergent literacy training courses and VPK director credentials; and specifies CDA credentials that qualify for articulation into college credit. DOE is also responsible for the statewide kindergarten screening (Refer to Question 11).</p> <p>DCF administers the state's child care licensing program. As part of this program, DCF awards VPK director credentials on behalf of DOE. In addition, DCF provides profiles of private providers and public schools for the VPK on its website (Refer to Question 5).</p>
<p>13. What is an "early learning coalition?"</p>	<p>Formerly called a "school readiness coalition," an early learning coalition serves one county or a multi-county region. Depending on the size and number of counties served, a coalition is composed of 18 to 35 members, including a chair and two additional members appointed by the Governor; locally appointed representatives of state and local public agencies; local representatives from the child care industry; and "private-sector business members" appointed by the coalition after receiving nominations from a local chamber of commerce or economic development council.</p> <p>An early learning coalition administers the Voluntary Prekindergarten Education Program, the School Readiness Program, and the state's child care resource and referral network in its county or multi-county region. Before administering the programs, an early learning coalition must submit a plan for approval by AWI. There are currently 31 early learning coalitions with approved plans.</p>

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<p>14. What funding is provided for the VPK program?</p>	<p>AWI adopts payment procedures and a uniform attendance policy used for funding purposes. Funds are distributed each month to the early learning coalitions for monthly payments to private providers and public schools. Each early learning coalition is advanced funds based on projected attendance. Once school begins, parents certify attendance each month for the prior month. Subsequent funds are reconciled based on actual attendance.</p> <p>For fiscal year 2007-2008, the Legislature appropriated \$350,446,171 for the VPK program. Funds are provided to DOE, which are transferred to AWI for disbursement to the early learning coalitions.</p> <p>A base allocation per student in the VPK program is set annually in the General Appropriations Act. The base student allocation for the 2007-2008 fiscal year is \$2,677. Each county's allocation is calculated by multiplying the number of full-time equivalent (FTE) students by the product of the base student allocation multiplied by the district cost differential (formula that adjusts for county-by-county price-level differences).</p>
<p>15. Are there required fees?</p>	<p>No. A private provider or public school is prohibited from charging any fees for the VPK program or from requiring a child to pay for any additional services as a condition of enrolling in the VPK program.</p>
<p>16. Is transportation provided?</p>	<p>The State Constitution does not require the VPK program to provide transportation for students, and current law does not earmark funding for transportation. However, a private provider or public school is permitted to use part of its VPK funding for student transportation.</p>
<p>17. What are the applicable statutes?</p>	<p>Section 1(b) and (c), Article IX of the State Constitution – Public Education (Prekindergarten Program).</p> <p>Section 411.01, F.S. – School Readiness Programs; Early Learning Coalitions. Section 435.04, F.S. – Level 2 Screening Standards. Part V of ch. 1002, F.S. (ss. 1002.51-1002.79, F.S.) – Voluntary Prekindergarten Education Program.</p> <p>Specific Appropriation 85, s. 2, ch. 2007-072, L.O.F. – General Appropriations Act for Fiscal Year 2007-2008. Specific Appropriation 32, s. 2, ch. 2007-326, L.O.F. – Special Appropriations Act for Fiscal Year 2007-2008.</p> <p>Rule 6A-6.040, F.A.C. – Voluntary Prekindergarten (VPK) Director Endorsement for Private Providers. Rule 60BB-8.2015, F.A.C. – VPK Child Registration Pilot</p>

Early Learning - Voluntary Prekindergarten Education Program

	Project.
18. Where can I get additional information?	<p>Agency for Workforce Innovation Office of Early Learning (850) 921-3180 www.floridajobs.org/VPK/index.html</p> <p>Department of Education Office of Early Learning (850) 245-0445 www.fldoe.org/earlylearning/</p> <p>Department of Children and Family Services Child Care Services Program Office (850) 488-4900 www.myflorida.com/childcare</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>

Public Schools

Public Schools General



Schools & Learning Council
Florida District School Boards

Fact Sheet

January 2008

<p>1. How are district school boards constituted in Florida?</p>	<p>Article IX, section 4(a) of the state constitution sets forth that each county in Florida shall constitute a school district, and that each district shall have a school board of at least five members chosen by a nonpartisan election of the electors within the county.</p> <p>School board members serve staggered terms of four years and must be a qualified elector within the county in which they serve. Each school board member must also be a resident of the county in which he or she is elected, and must maintain residence within the county throughout his or her term.</p>
<p>2. What is the authority and responsibility of district school boards?</p>	<p>Article IX, section 4(b) of the state constitution states that “the school board shall operate, control and supervise all free public schools within the school district and determine the rate of school district taxes” within constitutional limits.</p> <p>Pursuant to statute, the authority and responsibility includes the following:</p> <ul style="list-style-type: none">• Performance of duties and adoption of standards, policies, and rules consistent with state education laws and rules for the maintenance and operation of district schools.• Contract, sue, and be sued.• School zoning and assignment of students to schools.• School calendar, except as otherwise provided by law.• School program.• Personnel.• Student welfare.• Instructional materials.• Student Transportation.• School facilities.• Finances and fiscal management.• School improvement and accountability.• Encourage and enhance decision-making by individual schools and school advisory councils.• Review and approval/denial of charter school applicants, except as otherwise provided by law.• Termination of charter schools, except as otherwise provided by law.

Florida District School Boards

	<ul style="list-style-type: none"> • Collective bargaining of district employee salaries.
<p>3. How are district school board members elected?</p>	<p>The state constitution requires that school board members are to be chosen through a nonpartisan election of the electors within the county.</p> <p>Since 1947, state law has provided that each voter in the district is entitled to vote for all the school board members within the county. However, this type of at-large voting system was successfully challenged in federal lawsuits in Gadsden and Escambia counties as being discriminatory against African-Americans in violation of the federal constitution.</p> <p>Following these cases, the 1984 Legislature adopted “The School District Local Option Single-Member Representation Law of 1984”, which now allows the qualified voters of any county to vote by referendum to change to single-member representation with voters in each of the residence areas able to elect their own representative to the school board. A petition for such referendum requires at least ten percent of the registered voters within the county.</p> <p>Florida law further provides that each district must be divided into at least five school board member residence areas of equal population as nearly as practicable. Each school board member residence area must have one member.</p> <p>If a district has seven school board members, two of the members may be elected at-large, or the district may be divided into seven school board residence areas. In such districts, the school board must determine the number of school board residence areas and they must also be of equal population as nearly as practicable.</p>
<p>4. How are school board vacancies filled?</p>	<p>When there is a vacancy, it is filled by appointment by the Governor.</p>
<p>5. How are district school board chairs elected?</p>	<p>Florida law states that the district school board chair is to be elected by the district school board on the third Tuesday after the first Monday each November. A vice-chair may also be elected and the superintendent must serve as secretary and ex officio member of the board.</p> <p>However, an alternative procedure allows the voters of counties of a specified population size to petition for and hold a referendum to elect, by a district wide vote, a school board chair as an additional member of the school board. Currently, the section allowing for such a referendum only applies to Orange County.</p>

Florida District School Boards

<p>6. How are district school board members compensated?</p>	<p>Prior to 2002, school board member salaries were set according to a statutory formula similar to numerous other constitutional officers. The 2002 Legislature passed legislation requiring school boards to vote to approve their salaries.</p> <p>In 2007, the Legislature passed SB 2092 (Chapter 2007-234, L.O.F.) which again sets school board member salaries according to a statutory formula. The amount of each school board member's salary is now set according to the population of the county in which the school board member serves. Annual increases of those salaries are determined based on a statutory formula set forth in statute and includes the following:</p> <ul style="list-style-type: none"> • Current salary x 1.292 x • The "cumulative annual factor" (product of all annual factors for each year prior to the fiscal year for which salaries are being calculated) x • The "annual factor" (average percentage increase in the salaries of state career service employees for the current fiscal year or seven percent whichever is less.
<p>7. What are the applicable constitutional provisions and statutes?</p>	<p>Article IX, Section 4, Fla. Constitution.</p> <p>Section 145.19, F.S. – Annual percentage increase based on increase for state career service employees; limitation</p> <p>Section 1001.34, F.S. – Membership of district school board.</p> <p>Section 1001.35, F.S. – Term of office.</p> <p>Section 1001.36, F.S. – District school board member residence areas.</p> <p>Section 1001.361, F.S. – Election of board by districtwide vote.</p> <p>Section 1001.362, F.S. –Alternate procedure for the election of district school board members to provide for single-member representation.</p> <p>Section 1001.363, F.S. – District school board members to represent entire district.</p> <p>Section 1001.364, F.S. – Alternate procedure for election of district school board chair.</p> <p>Section 1001.37, F.S. – District school board members shall qualify.</p> <p>Section 1001.371, F.S. – Organization of district school board.</p> <p>Section 1001.372, F.S. – District school board meetings.</p> <p>Section 1001.38, F.S. – Vacancies; how filled.</p> <p>Section 1001.39, F.S. – District school board members; travel expenses.</p> <p>Section 1001.395, F.S. – District school board members;</p>

Florida District School Boards

	<p>compensation. Section 1001.40, F.S. – District school board to constitute a corporation. Section 1001.41, F.S. – General powers of district school board. Section 1001.43, F.S. – Supplemental powers and duties of district school board. Section 1002.33, F.S. – Charter schools. Section 1003.02, F.S. – District school board operation and control of public K-12 education within the school district. Section 1012.22, F.S. – Public school personnel; powers and duties of the district school board.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Office of K-12 public schools (850) 245-0509 http://www.fl DOE.org/K12</p> <p>Florida School Boards Association 203 S. Monroe Street Tallahassee, FL 32301 (850) 414-2578 http://www.fsba.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
School Attendance and
Kindergarten Admission

Fact Sheet

January 2008

<p>1. What ages are Florida children required to attend school?</p>	<p>Children ages 6 through 16 must regularly attend school. Specifically, a child who is 6 years of age (or will be 6 years old by February 1 of the school year) or older must regularly attend school. A child who is 16 years of age or older is not subject to compulsory school attendance if he or she files a formal declaration with the district school board, signed by the child's parent, of the child's intent to terminate school enrollment. A child terminating school enrollment must also complete an exit interview and survey prescribed by the Department of Education explaining the child's reasons for terminating school enrollment.</p>
<p>2. What are the age requirements for kindergarten admission?</p>	<p>For admission to kindergarten in a public school, a child must be 5 years of age on or before September 1 of the school year. Although children are not required to attend school before 6 years of age, student progression plans adopted by the school districts require a child entering public school at age 6 to be placed in kindergarten if the child has not completed kindergarten.</p>
<p>3. Are students required to attend public school?</p>	<p>No. Regular attendance may be achieved through attendance in a public or private school; parochial, religious, or denominational school; home education program; or private tutoring program. (Refer to Truancy Fact Sheet.)</p>
<p>4. Are students who drop out of school subject to loss of driving privileges?</p>	<p>Yes. The driver's license or learner's permit of a student who drops out of school before 18 years of age may be suspended unless the student:</p> <ul style="list-style-type: none"> • Attends a study course for the GED test or other school district-approved educational activities; • Receives a certificate of exemption; or • Receives a hardship waiver due to a personal or family hardship requiring the student to have a driver's license for the student's or family's employment or medical care. <p>A district superintendent must report students failing to meet school attendance requirements to the Department of Highway Safety and Motor Vehicles for suspension of the students' driving privileges.</p>
<p>5. Are there exceptions to the ages of compulsory school attendance and kindergarten admission requirements?</p>	<p>Yes. There are several exceptions to the compulsory ages of school attendance and age requirements for kindergarten admission:</p> <ul style="list-style-type: none"> • A school district may issue a student a certificate of exemption from compulsory attendance in certain situations. A certificate of exemption is valid until the end

School Attendance and Kindergarten Admission

	<p>of the school year in which it is issued.</p> <ul style="list-style-type: none"> • If a child moves to Florida from another state and does not meet the age requirements for admission to public schools in this state, the student may be admitted if the student meets the age requirements of the state from which he or she moved. • Children with disabilities who are at least 3 years old are eligible for admission to special education and related services in public schools. • Since 1999, under a pilot project established by the Legislature, the Manatee County District School Board has been required to raise the compulsory age of school attendance from 16 to 18 years of age.
<p>6. Does Florida law specify requirements for unexcused absences or tardiness?</p>	<p>No. However, Florida law requires school districts to enforce state laws governing student attendance. In addition, state law directs school boards to establish attendance policies that include the required number of days that a student must attend school and criteria for determining whether an absence or tardiness is excused or unexcused.</p> <p>State law and rules of the State Board of Education also authorize a public school to grant permission to students, in accordance with the school district's rules, to be absent from school for religious instruction, religious holidays, or because religious tenets forbid secular activity during the school day.</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 322.091, F.S. – Attendance Requirements (Driving Privileges). Section 1001.53, F.S. – District School Superintendent Responsible for Enforcement of Attendance. Section 1002.20(2) – K-12 Student and Parent Rights (Attendance). Section 1003.01(8), F.S. – Definitions (“Habitual Truant”). Section 1003.01(9), F.S. – Definitions (“Dropout”). Section 1003.01(13), F.S. – Definitions (“Regular School Attendance”). Section 1003.21, F.S. – School Attendance. Section 1003.24, F.S. – Parents Responsible for Attendance of Children; Attendance Policy. Section 1003.26, F.S. – Enforcement of School Attendance. Section 1003.27(2)(b), F.S. – Court Procedure and Penalties (Nonenrollment and Nonattendance Cases). Section 1003.61, F.S. – Pilot Attendance Project (Manatee County School District).</p> <p>Rule 6A-1.09514, F.A.C. – Excused Absences for Religious Instruction or Holiday. Rule 6A-1.0985, F.A.C. – Entry into Kindergarten and First Grade by Out-of-State Transfer Students.</p>
<p>8. Where can I get</p>	<p>Florida Department of Education</p>

School Attendance and Kindergarten Admission

additional information?	Bureau of Exceptional Education and Student Services (850) 245-0475 http://www.fl DOE.org/ese Florida House of Representatives Schools & Learning Council (850) 488-7451
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Schools and Learning Council Class Size

Fact Sheet

January 2008

1. What are Florida's class size reduction requirements?

In 2002, voters approved the Class Size Reduction Amendment to Section 1, Article IX of the Florida Constitution. The amendment requires the Legislature to make adequate provision to ensure that, by the beginning of the 2010 school year, there are a sufficient number of classrooms in Florida so that the maximum number of students assigned to each teacher does not exceed the following:

Grade Groupings	Maximum Number of Students per Teacher
Pre-K - Grade 3	18
Grade 4 - Grade 8	22
Grade 9 - Grade 12	25

The amendment expressly excludes extracurricular courses from the class size mandate; thus, its requirements apply only to core curricula courses.

Additionally, the amendment requires that the Legislature provide sufficient funds, beginning in Fiscal Year (FY) 2003-2004, for districts to reduce the average number of students in each classroom by at least two annually until the constitutionally prescribed maximum number of students is achieved.

In 2003, the Legislature enacted s. 1003.03, F.S., to implement the amendment's requirements. This law requires each school district not in compliance with the constitutionally prescribed maximums to annually reduce its average number of students per classroom by two students beginning in FY 2003-2004. The law specifies that the number of students per classroom is to be measured at the:

- District level for each of the three grade groupings during FYs 2003-2006.
- School level for each of the three grade groupings in FYs 2006-2008.
- Individual classroom level for each of the three grade groupings in FY 2008-2009 and thereafter.

2. How does team teaching affect class size compliance?

In 2006, the Legislature clarified that districts may use team teaching or co-teaching within certain limitations to achieve class size reduction requirements. Districts are required to

	<p>place reasonable limits on this method to avoid overcrowding. Additionally, at least one of the teachers on the team must have three or more years of experience; at least one of the teachers must be teaching in-field; and all team teachers must have been trained in team teaching methods.</p> <p>In 2007, the Legislature defined the terms “team teaching” and “co-teaching” to mean two or more teachers assigned to a group of students where each teacher is responsible for all students during the entire class period. Additionally, the term “inclusion teaching” was defined to mean a situation in which two or more teachers are assigned to a group of students, but in which one of the teachers is responsible for only one student or a small group of students within the classroom.</p>
<p>3. How much funding is provided for class size reduction?</p>	<p>In FY 2003-2004, in order to implement the Class Size Reduction Amendment, the Legislature appropriated \$468 million for operating costs and provided bonding authority for \$570 million to fund classroom construction and further assist capital needs related to class size reduction. An additional \$30 million was appropriated to reward districts for past local efforts – such as ½ cent sales tax, local government infrastructure tax, and voted millage – to fund construction.</p> <p>In FY 2004-2005, the Legislature appropriated \$972.2 million to fund operating costs for class size reduction. In addition, \$100 million was appropriated to provide facilities to reduce class size.</p> <p>In FY 2005-2006, the Legislature appropriated \$1.5 billion to fund operating costs for class size reduction. In addition, \$83.4 million was appropriated to provide facilities to reduce class size.</p> <p>In FY 2006-2007, the Legislature appropriated \$2.1 billion to fund operating costs for class size reduction. In addition, \$1.1 billion was appropriated for facilities to reduce class size.</p> <p>In FY 2007-2008, the Legislature appropriated \$2.7 billion to fund operating costs for class size reduction. In addition, \$650 million was appropriated for facilities to reduce class size.</p>
<p>4. For purposes of the class size reduction mandate, what is meant by “core curricula courses” and</p>	<p>The Class Size Reduction Amendment expressly exempts extracurricular courses from the reduction requirements and, thus, its requirements only apply to core curricula courses. The amendment does not, however, define either “extracurricular courses” or “core curricula courses.” These</p>

<p>“extracurricular courses”?</p>	<p>terms were defined statutorily by the Legislature in 2003.</p> <p>Section 1003.01(14), F.S., defines “core curricula courses” to include mathematics, language arts/reading, science, social studies, foreign language, English for Speakers of Other Languages, exceptional student education, and courses taught in traditional self-contained elementary school classrooms. Section 1003.01(15), F.S., defines “extracurricular courses” to mean all courses that are not defined as “core-curricula courses,” which may include, but are not limited to, physical education, fine arts, performing fine arts, and career education.</p>
<p>5. How much information has been collected on the progress of Florida’s class size reduction efforts?</p>	<p>Beginning in November 2002, in order to be able to monitor district compliance with upcoming class size reduction requirements, the Department of Education (DOE) expanded its data collection efforts for information relating to both students and facilities. In accordance with the law, the DOE calculates class size each year after the October student survey. The results are posted on the DOE website.</p> <p>Data from the DOE for the 2006-2007 school year indicates that school-wide class size averages were not in compliance with current requirements to reduce average class size by two students from the 2005-2006 school year:</p> <ul style="list-style-type: none"> • In 111 traditional schools in 32 counties for grades PK-3; 54 traditional schools in 19 counties for grades 4-8; and 23 traditional schools in 15 counties for grades 9-12. • In 53 charter schools in 19 counties for grades PK-3; 53 charter schools in 15 counties for grades 4-8; and 6 charter schools in four counties for grades 9-12. <p>Additionally, DOE data indicates that if the class-based measurements that are required for the 2008-2009 school year had been applicable during the 2006-2007 school year, the following number of schools would not have been in compliance with class size:</p> <ul style="list-style-type: none"> • 284 traditional schools in 34 counties for grades PK-3; 151 traditional schools in 20 counties for grades 4-8; and 32 traditional schools in 16 counties for grades 9-12. • 81 charter schools in 22 counties for grades PK-3; 62 charter schools in 17 counties for grades 4-8; and 7 charter schools in five counties for grades 9-12. <p>Class size reduction compliance data for the:</p> <ul style="list-style-type: none"> • 2006-2007 school year may be obtained at – www.fldoe.org/news/2006/2006_11_29-3.asp • 2003-2006 school years at – www.fldoe.org/arm/class-size.asp

<p>6. What are the consequences of a school district's failure to comply with class size reduction requirements?</p>	<p>Under s. 1003.03(4), F.S., school districts that fail to comply with class size reduction requirements are subject to the following:</p> <ul style="list-style-type: none"> • Since FY 2003-2004, the DOE has been required to transfer a district's class size reduction operating funds to class size reduction fixed capital outlay (FCO) in an amount proportionate to the amount of class size reduction not accomplished. During the four FYs between 2003 and 2007, the DOE transferred almost \$8.4 million in district class size operating funds pursuant to this authority. • As of FY 2005-2006, districts are required to implement one of the following policies in the following school year: (a) year-round schools; (b) double sessions; (c) rezoning; or (d) changing instructional staff loads and scheduling, deploying certified district employees to classrooms, or operating beyond normal school days and hours. • As of FY 2006-2007, the DOE must develop a constitutional compliance plan for the district that includes, but is not limited to, the redrawing of school attendance zones to maximize use of facilities while minimizing additional use of transportation.
<p>7. What strategies are school districts using to reduce class size?</p>	<p>According to a May 2007, report by the Office of Program Policy Analysis & Government Accountability (OPPAGA), 75 percent of Florida's school districts (50 districts) built a total of 19,795 new classrooms in order to comply with class size requirements between FYs 2003-2006. Seventy percent of districts (47 districts) reported constructing class room additions to existing schools and 55 percent of districts (37 districts) reported building new schools. Twenty-five percent of districts (16 districts) reported using both methods, i.e., constructing class room additions and new schools.</p> <p>Other options to address class size requirements that were implemented by districts between FY 2003-2006 were:</p> <ul style="list-style-type: none"> • 57% of school districts (38 districts) added relocatable classrooms. • 25% (17 districts) are using co-teaching. • 24% (16 districts) have rezoned. <p>The OPPAGA study concluded that school districts are relying more heavily on construction, than other less costly options, as the means to satisfy class size reduction requirements. The OPPAGA study recommended that more districts consider use of relocatables and implementation of rezoning and co-teaching strategies. Additionally, in order to reduce construction costs, the report recommended: using the less costly option of adding classrooms to existing</p>

	<p>schools, rather than building new schools; and use of more frugal construction practices, e.g., following prototype designs and using space for multiple purposes.</p>
<p>8. What has been the experience of other states in efforts to reduce class size?</p>	<p>States and districts are finding that class size reduction is both difficult and extraordinarily expensive for the benefits received.</p> <p>California’s effort to reduce classes to no more than 20 students in the lower grades cost more than \$1.5 billion a year for the first four years and led to critical shortages of qualified teachers, particularly in schools serving poor and minority students. California’s class size reduction initiative provides an example of a state initiative that failed to provide conclusive evidence linking achievement gains to class size reduction and an example with serious implementation problems.</p> <p>In Detroit, where the school district implemented a \$13.2 million program to reduce primary-grade class sizes in 2001, progress was hampered by shortages of both classrooms and teachers. Also, in smaller scale class size reduction efforts in Tennessee and Wisconsin, there was no evidence that class size reduction resulted in an increase in student achievement other than a slight increase in student achievement in kindergarten and first grade in the Tennessee study.</p>
<p>9. What will be the impact of Florida’s class size amendment within the state?</p>	<p>An extensive assessment of the impact of the implementation of the class size amendment in Florida was recently performed by the Council for Education Policy Research and Improvement (CEPRI). CEPRI’s November 2005 study concluded that class size reduction is not the best strategy for improving education in Florida. This conclusion was based on a review of several other state class size reduction efforts, other experiments and studies regarding class size reduction, and Florida’s unique characteristics.</p> <p>CEPRI concluded that “there is no evidence that reducing class size leads to increased academic outcomes for students in all grades.” The CEPRI report did acknowledge that there may be some evidence of benefits to K through 3 students where class size reduction limited classes to 15 students. However, the report indicated that the benefit was not likely to be evident in higher grades and that, much like the class size reduction project in California, the shortage of qualified teachers would likely eliminate any potential student achievement gains anyway.</p> <p>The CEPRI report pointed out several unique aspects of Florida’s class-size reduction effort that are making it even</p>

	<p>more difficult to implement. The amendment in Florida is significantly more rigid and inflexible than the class-size reduction initiatives in other states. Such inflexibility is virtually certain to result in inefficient use of funds in predictable circumstances where such funds could be more effectively directed toward student achievement.</p>
<p>10. What will be the impact on teacher quality in Florida?</p>	<p>Because Florida’s student growth was increasing until recently, the state was already attempting to deal with teacher shortages even without the amendment. With the new federal requirements relating to “highly qualified teachers” there is even greater competition nationwide to find quality teachers. The CEPRI report also cited increasing costs for construction and the lack of affordable housing throughout much of the state as additional factors in raising the costs of the class size effort and exacerbating the difficulty in recruiting more teachers.</p> <p>The report indicates that quality teaching is the one area that has been very clearly shown to have the greatest effect on student achievement, and the amendment will inevitably decrease the quality of public school teachers, especially in schools that serve low-income areas of the state.</p>
<p>11. What will be the impact of class size reduction on student and parental choice?</p>	<p>CEPRI’s report indicates that the rigid restrictions of the class size amendment conflict with state and federal laws providing for public school choice as it is difficult to maximize use of classroom space available and still provide students and parents with a choice as to which school they want to attend. Furthermore, some districts are already reporting that they are being forced to eliminate academic electives including advanced placement, foreign language, and fine arts classes, and more districts are expected to have to do the same as the class size requirements become stricter.</p>
<p>12. What is the impact on other quality improvement initiatives?</p>	<p>CEPRI states that districts have reported budget adjustments that have been made to meet class size reduction requirements including reductions in technology purchases; paraprofessional positions; magnet programs; supplemental coaching in math, science, and reading; and dropout prevention programs.</p>
<p>13. What are the applicable statutes?</p>	<p>Section 1003.01(14), F.S. – Definition of “core curricula courses.” Section 1003.01(15), F.S. – Definition of “extracurricular courses.” Section 1003.03, F.S. – Maximum class size. Section 1011.685, F.S. – Class size reduction; operating categorical fund. Section 1013.735, F.S. – Classrooms for Kids Program. Section 1013.737, F.S. – The Class Size Reduction Lottery Revenue Bond Program.</p>

	<p>2003-2004 General Appropriations Act, Specific Appropriations 1A, 3C, 14F, and 59A, Senate Bill 2A, Enrolled, Chapter 2003-397, L.O.F.</p> <p>2004-2005 General Appropriations Act, Specific Appropriations 6, 28A, and 82, House Bill 1835, Enrolled, Chapter 2004-268, L.O.F.</p> <p>2005-2006 General Appropriations Act, Specific Appropriations 5 and 74, Senate Bill 2600, Enrolled, Chapter 2005-70, L.O.F.</p> <p>2006-2007 General Appropriations Act, Specific Appropriations 7, 38A, and 92, House Bill 5001, Enrolled, Chapter 2006-25, L.O.F.</p> <p>2007-2008 General Appropriations Act, Specific Appropriations 7, 36, and 87, Senate Bill 2800, Chapter 2007-72, L.O.F.</p> <p>Office of Program Policy Analysis and Government Accountability (OPPAGA): www.oppaga.state.fl.us Report: <i>School Districts are Reducing Class Size in Several Ways; May Be Able to Reduce Costs</i>, Report No. 07-29, May 2007.</p>
<p>14. Where can I get additional information?</p>	<p>Florida Department of Education Office of Deputy Commissioner for Finance and Operations (850) 245-0406 http://www.firn.edu/doe/arm/class-size.htm.</p> <p>Florida House of Representatives Schools and Learning Council (850) 488-7451</p>



<p>1. What is Florida’s state policy for reading proficiency in the public schools?</p>	<p>Florida law requires a student to demonstrate, in order to graduate with a standard high school diploma, that the student is proficient in reading. To demonstrate reading proficiency, a student must earn a passing score on the reading portion of the grade 10 Florida Comprehensive Assessment Test (FCAT).</p> <p>To prevent students from confronting the potential of completing high school without earning a standard diploma due to reading deficiencies, the state has established the following measures to identify and correct reading deficiencies at the earliest possible grade level:</p> <ul style="list-style-type: none">• Assessment and identification of reading deficiencies;• Further assessment for diagnosis of student needs;• Parental notification and progress monitoring;• Intensive remedial instruction to correct deficiencies;• Grade-level retention to extend opportunities at the earliest grade level to correct deficiencies; and• Annual assessment of reading proficiency to monitor gains in student achievement.
<p>2. What assessments of a student’s reading proficiency are required in public schools?</p>	<p>Florida law requires each elementary school to regularly assess the reading ability of each student in kindergarten through grade 3. In addition, public school students (elementary, middle, and high school) are required to take the FCAT. The FCAT assesses student achievement in reading and mathematics at each grade level from grades 3 through 10. (Refer to Florida Comprehensive Assessment Test (FCAT) Fact Sheet and FCAT Accommodations and Alternate Assessment Fact Sheet.)</p> <p>If a student scores below Level 3 (“proficient”) in reading on the FCAT, or falls below a performance level specified by the school district, additional diagnostic assessments must be administered to determine the nature of the student’s reading deficiency and strategies for appropriate intervention and instruction.</p>
<p>3. Is a parent notified if the student is identified as having a reading deficiency?</p>	<p>Yes. Florida law requires that, if a student is diagnosed with a reading deficiency in kindergarten through grade 3, the parent must be notified immediately, consulted in the development of a progress monitoring plan (see below),</p>

	<p>and informed that the student will be provided intensive reading instruction until the deficiency is corrected. If a student exhibits a substantial reading deficiency in kindergarten through grade 3, the parent must be notified in writing of the following:</p> <ul style="list-style-type: none"> • That the student is identified as having a substantial reading deficiency; • A description of the current services provided for the student and the proposed supplemental instructional services and supports that will be provided to remediate the student's reading deficiency; • That, if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempted for good cause from mandatory retention; • Strategies for parents to use in helping the student succeed in reading proficiency; • That the FCAT is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to determine whether the student is reading at or above grade level and ready for grade promotion; and • The district's policy for midyear promotion after the student demonstrates the ability to read at grade level. <p>If a student scores below Level 3 ("proficient") in reading on the FCAT, or falls below a performance level specified by the school district, the student's school must develop, in consultation with the parent, and implement a progress monitoring plan for the student. The plan must be designed to assist the student or the school in meeting state and district expectations for reading proficiency. To accomplish this requirement, a school may use a student's individualized education plan (IEP) or other federally required plan; a school-wide system for monitoring the progress of all students; or an individualized progress monitoring plan.</p>
<p>4. What remedial measures is a school district authorized or required to take in order to correct a student's diagnosed reading deficiency?</p>	<p>Florida law requires that a student be given intensive reading instruction, if the student exhibits a substantial reading deficiency based on the results of local or statewide assessments in kindergarten through grade 3 or teacher observations. At the beginning of the next school year after receiving intensive readiness instruction, the student's reading proficiency must be reassessed through locally determined assessments or teacher observations. A student diagnosed with a substantial reading deficiency must continue to receive intensive reading instruction until the deficiency is remedied.</p>

	<p>District school boards may require low-performing students to attend remedial programs held before or after school hours or during the summer if transportation is provided.</p> <p>If a student scores at the lowest achievement level (Level 1) on the reading portion of the FCAT (grades 3-10), the next school year the student must be enrolled in an intensive reading course. If the student scores at Level 2 in reading, the school district must enroll the student, based on a diagnosis of the student's reading needs, in either an intensive reading course or a content area course in which strategies are incorporated into the course. A student who does not meet the Commissioner of Education's minimum performance expectations on the reading portion of the FCAT must continue to receive remedial or supplemental instruction until the expectations are met or the student completes high school.</p>
<p>5. How does reading proficiency affect a student's progression from grade to grade?</p>	<p>After a student is provided with remedial instruction and the student's reading proficiency is reassessed (Refer to Question 2 and Question 4), if the student's documented deficiency is not corrected, Florida law authorizes the school to retain the student (delay the student's progression to the next grade level). However, if a student's reading deficiency identified in kindergarten through grade 3 is not corrected by the end of grade 3 (as demonstrated by scoring at Level 2 or higher on the reading portion of the FCAT), the student must be retained in grade 3.</p> <p>A district school board may waive the requirements for mandatory retention in grade 3 for "good cause," which is limited to:</p> <ul style="list-style-type: none"> • Limited English proficient (LEP) students having less than 2 years of English for Speakers of Other Languages (ESOL) instruction; • Students with disabilities whose IEPs indicate that participation in the statewide assessment program is not appropriate; • Students demonstrating an acceptable level of performance on a state-approved alternate standardized reading assessment; • Students demonstrating, through a student portfolio, that the student is reading on grade level equal to at least a Level 2 on the FCAT; • Students with disabilities taking the FCAT and having an IEP or Section 504 accommodation plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a reading deficiency and was previously retained in

	<p>kindergarten, grade 1, grade 2, or grade 3. (Refer to FCAT Accommodations and Alternate Assessment Fact Sheet and Exceptional Student Education (ESE) Fact Sheet.)</p> <p>In addition, a school board may grant a “good cause” waiver from mandatory retention for students who received intensive reading remediation for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for these students must include an altered instructional day that comprises specialized diagnostic information and specific reading strategies for each student.</p> <p>Good cause waiver from mandatory retention must be recommended and documented by the student’s teacher based on the student’s academic record (e.g., progress monitoring plan, IEP, report card, and student portfolio). The school principal, after discussion of the recommendation with the teacher, determines whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal must submit a written recommendation to the superintendent, and the superintendent must accept or reject the principal’s recommendation in writing.</p> <p>If a student, under mandatory retention, is retained in grade 3, the school district must provide written notification to the parent the student has not met the proficiency level required for promotion and the reasons that the student is not eligible for a good cause waiver. The notice must also describe the proposed interventions and supports that will be provided to the student for remediation of the reading deficiency.</p> <p>A school district must authorize the midyear promotion of a student who, under mandatory retention, is retained in grade 3 but subsequently demonstrates that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 (based on assessments, alternate assessments, and portfolio reviews). For a midyear promotion after November 1, the student must show proficiency above the level required to score at Level 2 on the grade 3 FCAT.</p>
<p>6. What assistance is provided for a student who is retained due to a</p>	<p>A school district must provide intensive interventions for a student who, under mandatory retention for scoring Level 1 on the reading portion of the grade 3 FCAT, is retained in grade 3. The interventions must include:</p>

<p>reading deficiency?</p>	<ul style="list-style-type: none"> • Effective instructional practices; • Participation in the district's summer reading camp; and • Appropriate teaching methodologies. <p>Each school district must also provide the following assistance for a student who, under mandatory retention, is retained in grade 3:</p> <ul style="list-style-type: none"> • Review of the student's progress monitoring plan to address additional needed supports and services and completion of a student portfolio; • Provide at least 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies selected by the school district, which may include, but are not limited to: <ul style="list-style-type: none"> ○ Small group instruction; ○ Reduced teacher-student ratios; ○ More frequent progress monitoring; ○ Tutoring or mentoring; ○ Transition classes containing grade 3 and grade 4 students; ○ Extended school day, week, or year; and ○ Summer reading camps; • Provide a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals; • Provide either supplemental tutoring in scientifically research-based reading services, including tutoring before and/or after school; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home instruction; or a mentor or tutor with specialized reading training; • Establish a "Reading Enhancement and Acceleration Development" (READ) Initiative (Refer to Question 7); • Establish an Intensive Acceleration Class at each school, where applicable (Refer to Question 8); • Provide the student with the option of placement in a transitional instructional setting (Refer to Question 9).
<p>7. What is the READ initiative?</p>	<p>The purpose of the Reading Enhancement and Acceleration Development (READ) Initiative is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction for retained grade 3 students and each K-3 student identified as having a reading deficiency. A school district must establish a READ</p>

	<p>initiative, which must be provided:</p> <ul style="list-style-type: none"> • For all K-3 students at risk of retention as identified by progress monitoring and diagnostic assessments; • During regular school hours in addition to the regular reading instruction; and • Using a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research (Refer to Question 12) and assists the student in maintaining proficiency levels in all academic subjects.
<p>8. What is an Intensive Acceleration Class?</p>	<p>An intensive acceleration class (IAC) is established for students who, under mandatory retention, are retained in grade 3 due to a reading deficiency. The class is designed to increase a student’s reading proficiency at least two grade levels in one school year. Through an IAC, a retained student may be promoted midyear to grade 4, if the student demonstrates mastery of the grade 3 <i>Sunshine State Standards</i>. An IAC must:</p> <ul style="list-style-type: none"> • Have a reduced teacher-student ratio; • Provide uninterrupted reading instruction for the majority of student contact time and incorporate opportunities to master the grade 4 <i>Sunshine State Standards</i> in other core subject areas; • Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; • Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist; and • Include weekly progress monitoring measures to ensure progress is being made. <p>The school district must provide the Department of Education with a report regarding the progress of students in the class at the end of the first semester.</p>
<p>9. What is a transitional instructional setting?</p>	<p>A transitional instructional setting is designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. A school district must provide the option of being placed in a transitional instructional setting for a student who is retained in grade 3 and has received intensive instructional services but is still not ready for promotion to grade 4.</p>
<p>10. What is the federal</p>	<p>The federal <i>No Child Left Behind Act of 2001</i> established</p>

<p>Reading First initiative?</p>	<p>the <i>Reading First</i> Program (Title I, Part B, Subpart 1), a major federal initiative designed to help ensure that all children can read at or above grade level by the end of grade 3. <i>Reading First</i> is predicated on scientifically researched findings that high-quality reading instruction in the primary grades significantly reduces the number of students who experience reading difficulties in later years. The <i>Reading First</i> program has been implemented in Florida since 2003. <i>Reading First</i> grants serve 584 schools within 45 school districts and assist them in their implementation of scientifically-based reading instruction.</p> <p><i>Reading First</i> grants provide districts funding to:</p> <ul style="list-style-type: none"> • Hire reading coaches to serve as a stable resource for professional development, progress monitoring, and student data analysis; • Provide professional development; • Administer an assessment system comprised of screening, progress monitoring, diagnostic assessment, and outcome measures; and • Improve classroom libraries for grades K-3.
<p>11. What are the duties of the <i>Just Read, Florida!</i> Office?</p>	<p>The <i>Just Read, Florida!</i> Office, within the Department of Education, is responsible for the following:</p> <ul style="list-style-type: none"> • Train highly effective reading coaches; • Create multiple designations of effective reading instruction, with accompanying credentials, which encourage all teachers to integrate reading instruction into their content areas; • Train K-12 teachers and school principals on effective content-area-specific reading strategies. For secondary teachers, emphasis is on technical text. These strategies must be developed for all content areas in the K-12 curriculum; • Provide parents with information and strategies for assisting their children in reading in the content area; • Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation and annually review and approve the plans; • Provide technical assistance to school districts for the development and implementation of their K-12 comprehensive reading plans; • Work with the Florida Center for Reading Research to provide information on research-based reading programs and effective reading in the content area strategies; • Periodically review the <i>Sunshine State Standards</i> for

	<p>reading at all grade levels;</p> <ul style="list-style-type: none"> • Periodically review teacher certification examinations, including alternative certification exams, to ascertain whether the examinations measure the skills needed for research-based reading instruction and instructional strategies for teaching reading in the content areas; • Work with state approved teacher preparation programs to integrate research-based reading and reading in the content area instructional strategies into the programs; and • Meet the goal that all students read at grade level.
<p>12. What is the Florida Center for Reading Research?</p>	<p>The Florida Center for Reading Research (FCRR) is a research center assigned to Florida State University. The purpose of FCRR is to:</p> <ul style="list-style-type: none"> • Provide technical assistance and support for school districts and schools in the implementation of evidence-based literacy instruction, assessments, programs, and professional development; • Conduct applied research that will have an immediate impact on policy and practices related to literacy instruction and assessment in this state; • Conduct basic research on reading, reading growth, reading assessment, and reading instruction; • Collaborate with the <i>Just Read, Florida!</i> Office and school districts in the development of frameworks for comprehensive reading intervention courses and professional development activities; • Disseminate information about research-based practices related to literacy instruction, assessment, and programs; and • Collect, manage, and report on assessment information from screening, progress monitoring, and outcome assessments.
<p>13. What are the results of Florida’s efforts to emphasize learning to read?</p>	<p>The following is based upon the most recent FCAT results:</p> <p><i>Elementary School (Grades 3–5):</i></p> <ul style="list-style-type: none"> • Seventy percent of elementary school students are reading at or above grade level (Level 3 and above), up from 54 percent in 2001. • Seventeen percent of elementary students scored in the lowest level (Level 1) in reading, down almost one-half from 30 percent in 2001. <p><i>Middle School (Grades 6–8):</i></p> <ul style="list-style-type: none"> • Fifty-eight percent of middle school students are reading at or above grade level (Level 3 and above), up from 48 percent in 2001. • Nineteen percent of middle school students scored in the lowest level (Level 1) in reading, down from 30

	<p>percent in 2001.</p> <p>High School (Grades 9 and 10):</p> <ul style="list-style-type: none"> • Thirty-eight percent of high school students are reading at or above grade level (Level 3 and above), up from 32 percent in 2001. • Thirty-three percent of high school students scored in the lowest level (Level 1) in reading, down from 39 percent in 2001.
<p>14. What resources does the Legislature provide for reading?</p>	<p>The 2007 Legislature appropriated the following for reading programs or instruction:</p> <ul style="list-style-type: none"> • \$116,102,586 in the FEFP for implementation of district K-12 Comprehensive Reading Plans. • \$18,500,000 to continue <i>Just Read, Florida!</i> (\$4,592,000 of which goes to the Family Literacy and Reading Excellence Center) • \$731,321,418 for Supplemental Academic Instruction, part of which is dependent upon the district's implementation of the statutorily required student progression plan and remedial instruction. • \$58,043,873 spending authority for federal "Reading First" funds for reading programs. • \$2,000,000 for intensive reading instruction programs for children in failing schools. • \$1,000,000 for the Torgesen Reading Center. <p>The Florida Center for Reading Research as of 2004-05 received \$1,593,600, but that budget item has since been rolled in to FSU's base budget.</p> <p>The Legislature requires district school boards to allocate intervention and supplemental instruction resources first to students who are deficient in reading by the end of third grade, and then to other students who fail to meet the established specific levels of performance and require remediation or retention.</p>
<p>15. What are the applicable statutes and rules?</p>	<p>Section 1001.215, F.S. – Just Read, Florida! Office. Section 1002.20(11), F.S. – K-12 Student and Parent Rights. Section 1003.41, F. S. – Sunshine State Standards. Section 1003.413, F.S. – Florida Secondary School Redesign Act. Section 1003.4156, F.S. – General Requirements for Middle Grades Promotion. Section 1003.42, F.S. – Required Instruction. Section 1003.428, F.S. – General Requirements for High School Graduation; Revised. Section 1004.645, F.S. – Florida Center for Reading</p>

	<p>Research. Section 1008.25, F.S. – Public School Student Progression; Remedial Instruction; Reporting Requirements. Section 1011.62(9), F.S. – Funds for Operation of Schools (Research-Based Reading Instruction Allocation).</p> <p>Rule 6A-1.094221, F.A.C. – Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion.</p>
<p>16. Where can I get additional information?</p>	<p>Florida Department of Education <i>Just Read, Florida!</i> Office (850) 245-0503 www.justreadflorida.com</p> <p>Florida Center for Reading Research (850) 644-9352 www.fcrr.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Instructional Materials

Fact Sheet

January 2008

1. What are instructional materials?

Florida is one of 23 states that has a state-level process for the adoption of textbooks and other instructional materials used in public schools. Under current law, “instructional materials” means:

items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies (s. 1006.29(4), F.S.).

Instructional materials generally include textbooks, workbooks, library books and media materials, laboratory materials, computer software, videos, and tapes.

2. How are instructional materials funded?

State funding of instructional materials is provided annually in the General Appropriations Act (GAA) as a separate line item earmarked specifically for instructional materials. A school district is not required to allocate county school tax revenues for instructional materials. However, a school district may choose to supplement the state funding with additional funds for instructional materials. The following table shows the state’s annual funding of instructional materials:

GAA – Instructional Materials Funding

Fiscal Year	Amount
1997-1998	\$158.6 million
1998-1999	\$183.9 million
1999-2000	\$193.6 million
2000-2001	\$192.1 million
2001-2002	\$213.5 million
2002-2003	\$227.9 million
2003-2004	\$227.9 million
2004-2005	\$234.4 million
2005-2006	\$247.9 million
2006-2007	\$266.7 million
2007-2008	\$270.0 million

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<p>3. Does a school district have any flexibility in the use of these funds?</p>	<p>A school district must use at least 50 percent of the state funds (Refer to Question 2) allocated for instructional materials for the purchase of instructional materials on the state-adopted list (Refer to Question 4). A district may use up to 50 percent of the state funds for instructional materials, including library and reference books and nonprint materials, which are not included on the state-adopted list. A school district may also use the funds for the repair and renovation of textbooks and library books.</p> <p>One hundred percent of the state instructional materials funds used for kindergarten, and 75 percent of the state instructional materials funds used for 1st grade, may be spent to purchase materials that are not on the state-adopted list.</p> <p>State instructional materials funds used by a school district to purchase materials that are not on the state-adopted list may not be used for electronic or computer hardware and generally may not be used for equipment and supplies.</p>														
<p>4. What is the state’s adoption schedule for instructional materials?</p>	<p>The Commissioner of Education annually selects and adopts instructional materials, which are added to the state-adopted list for use in the public schools. The commissioner adopts instructional materials according to a 6-year rotating schedule. The Department of Education (DOE) annually publishes the 6-year schedule, announcing the subject areas for which the commissioner will adopt instructional materials for each year of the adoption schedule. For example:</p> <table border="1" data-bbox="792 1255 1341 1562"> <thead> <tr> <th>YEAR</th> <th>SUBJECT</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>Reading</td> </tr> <tr> <td>2008-2009</td> <td>Language Arts</td> </tr> <tr> <td>2009-2010</td> <td>Mathematics</td> </tr> <tr> <td>2010-2011</td> <td>Science</td> </tr> <tr> <td>2011-2012</td> <td>Social Studies</td> </tr> <tr> <td>2012-2013</td> <td>Physical Education, Health Education, and World Languages</td> </tr> </tbody> </table>	YEAR	SUBJECT	2007-2008	Reading	2008-2009	Language Arts	2009-2010	Mathematics	2010-2011	Science	2011-2012	Social Studies	2012-2013	Physical Education, Health Education, and World Languages
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2011-2012	Social Studies														
2012-2013	Physical Education, Health Education, and World Languages														
<p>5. What is the state’s adoption process for instructional materials?</p>	<p>The following process is used for the selection and adoption of instructional materials on the state-adopted list:</p> <p>DOE writes and publishes specifications for new instructional materials. Before each subject area adoption, DOE publishes content specifications for each of the subjects up for adoption. These specifications detail the courses for which materials are sought, plus the standards the materials must meet.</p>														

	<p>DOE solicits bids for instructional materials. In the early spring of the adoption year, DOE advertises a request for sealed bids or proposals from publishers of instructional materials. A publisher responding to the bid must submit samples of the instructional materials to DOE. Current law requires a publisher to disclose the authors of the instructional materials and to keep the materials revised, free from all errors, and up-to-date.</p> <p>Commissioner of Education reviews the publisher submissions and selects materials for each subject area. During the 12 months before adoption, the commissioner appoints and convenes a State Instructional Materials Committee. The committee is composed of 10 members. At least five members must be classroom teachers certified in one or more of the subject areas being considered for adoption. Two members must be laypersons, one member must be a district school board member, and two members must be supervisors of teachers. The committee must reflect broad demographic diversity and balanced geographic representation.</p> <p>Before appointing committee members, the commissioner generally accepts nominations from district school officials, professional and educational associations, and civic organizations.</p> <p>The State Instructional Materials Committee evaluates the sample instructional materials submitted by the publishers and, in accordance with selection criteria developed by the commissioner, recommends to the commissioner instructional materials for use in schools.</p> <p>The Commissioner of Education selects and adopts instructional materials from the list recommended by the State Instructional Materials Committee as “suitable, usable, and desirable.”</p> <p>School districts review state-adopted instructional materials and select those that they wish to use in their local schools. State-adopted instructional materials are available for purchase beginning April 1 of the year following adoption. Each publisher is required to maintain a depository in Florida for the in-state distribution of instructional materials to school districts from the depository. Publishers choosing not to establish their own depository in Florida routinely contract with the Florida School Book Depository in</p>
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Instructional Materials

	Jacksonville.
<p>6. What are a school district's duties with regard to instructional materials?</p>	<p>A district school board must provide each student with adequate instructional materials for core courses in mathematics, language arts, science, social studies, reading, and literature. Within the first 2 years of the 6-year schedule, a school district must purchase instructional materials to provide each K-12 student with a current textbook or other instructional materials as a major tool of instruction for these core courses. The superintendent must keep adequate records and accounts and must notify DOE by April 1 of each year concerning:</p> <ul style="list-style-type: none"> • State-adopted instructional materials that are requisitioned; and • The school district's instructional materials plan used to determine that adequate instructional materials are requisitioned. <p>A school principal is responsible for:</p> <ul style="list-style-type: none"> • Assuring that instructional materials are used to provide instruction to students; • Communicating to parents how instructional materials are used to implement curricular objectives; • Selling instructional materials to parents upon request; • Accounting for instructional materials and collecting payment from a student or parent for any lost, destroyed, or damaged instructional materials. <p>Instructional materials that are unserviceable, surplus, or no longer on state contract may be given to other education programs, teachers, students (including home education students), or any charitable organization, governmental agency, private school, or state. To dispose of instructional materials, a school district may also sell the materials to used-book dealers, recycling plants, pulp mills, or other persons, firms, or corporations. Any money received must be deposited in the district's fund for instructional materials.</p>
<p>7. Is a school district required to provide training in the use of instructional materials?</p>	<p>Yes. By July 1 of each year and before state instructional materials funds are released, a school district's superintendent must certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan for implementation of instructional materials programs. The school district must verify that training was provided and that the materials are being implemented as designed.</p>

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<p>8. Is a school district required to purchase new instructional materials?</p>	<p>A school district is required to purchase current instructional materials for core courses in mathematics, language arts, science, social studies, reading, and literature for grades K-12. For instructional materials purchased on the state-adopted list, a school district must requisition the materials from the publisher's in-state depository or the Florida School Book Depository. Since, in practice, the depositories provide only new, not used, materials, those materials purchased on the state-adopted list are new materials. This is significant since, as previously discussed, a school district generally must use at least 50 percent of its state instructional materials funds to purchase materials on the state-adopted list (Refer to Question 3).</p>
<p>9. Where may I find the state-adopted list of instructional materials?</p>	<p>DOE publishes a <i>Catalog of State Adopted Instructional Materials</i> on its website, www.fldoe.org/BII/Instruct_Mat/catalog1.asp.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1001.42(7), F.S. -- Powers and Duties of District School Board. Subpart F, part I of chapter 1006, F.S. – Instructional Materials for K-12 Public Education (section 1006.28-1006.43, F.S.) Section 1011.67(2), F.S. – Funds for Instructional Materials (Staff Development Plan; Training).</p> <p>General Appropriations Acts for Fiscal Years 1997-1998 through 2007-2008. Chapters 97-152, 98-422, 99-226, 2000-166, 2001-253, 2001-367, 2002-394, 2003-397, 2004-268, 2005-70, 2006-25, 2007-72, 2007-326, L.O.F.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Instruction and Innovation Instructional Materials Program (850) 245-0425 www.fldoe.org/BII/Instruct_Mat</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
English for Speakers of Other Languages (ESOL)

Fact Sheet

January 2008

<p>1. What is English for Speakers of Other Languages (ESOL)?</p>	<p>English for Speakers of Other Languages (ESOL) is an instructional strategy used to teach any subject to limited English proficient (LEP) students in English. An LEP student, commonly referred to as an English language learner (ELL), is a student whose home or native language is other than English and who consequently has difficulty speaking, reading, writing, or listening to the English language.</p>
<p>2. What assistance is a school district required to provide for limited English proficient (LEP) students?</p>	<p>A district school board must:</p> <ul style="list-style-type: none"> • Identify LEP students through assessment; • Provide LEP students with ESOL instruction in English (to develop sufficient skills in listening, speaking, reading, and writing which enable the student to be proficient in English); • Provide LEP students with ESOL instruction or home-language instruction in reading, mathematics, science, social studies, and computer literacy; • Maintain an LEP student plan for each LEP student; • Provide qualified teachers; • Provide equal access to other programs for eligible LEP students based on need; and • Provide for parental involvement in ESOL programs.
<p>3. Is ESOL the same as bilingual education?</p>	<p>No. Bilingual education involves teaching simultaneously in English and in a language other than English. In ESOL, instruction of a subject is provided for LEP students in English.</p> <p>Although state law allows LEP students to be taught reading, mathematics, science, social studies, and computer literacy in the student's home language, the instruction of LEP students in the English language (known as Basic ESOL) must be provided in English.</p>
<p>4. How is a limited English proficient (LEP) student identified?</p>	<p>Upon initial enrollment in public school, each student is surveyed by the school district. Three questions are asked:</p> <ul style="list-style-type: none"> • Is a language other than English used in the home? • Does the student have a first language other than English? • Does the student most frequently speak a language other than English?

English for Speakers of Other Languages (ESOL)

	<p>A student answering “yes” to any one of the three questions is referred for further language assessment. An English language aural and oral proficiency test is given in order to test speaking and listening comprehension skills. In addition, for a student in 4th grade or above, the student’s scores on the reading and writing portions of a norm-referenced test are considered. If a student scores below established ranges on the tests, the student is determined to be LEP.</p> <p>If a student is classified as LEP based on a norm-referenced test in reading or writing, a parent or teacher may request an LEP committee to determine whether the child is LEP. An LEP committee is composed of ESOL teachers, home-language teachers (if any), an administrator or designee, guidance counselors, social workers, school psychologists, and other educators, as appropriate.</p> <p>A school district may use alternative procedures for assessing a student’s English proficiency if approved by the Department of Education.</p>
<p>5. How and why was ESOL established?</p>	<p>In 1984, the Legislature required that English language instruction be provided for a student whose native language is other than English and specified that the instruction be designed to develop the student’s mastery of four language skills: listening, speaking, reading, and writing.</p> <p>In 1989, attorneys from Multicultural Education, Training, and Advocacy, Inc. (META) advised the Florida Department of Education (DOE) of META’s intention to bring suit against the State of Florida on behalf of eight minority rights advocacy groups, including the League of United Latin American Citizens (LULAC). META claimed violations of federal and state provisions concerning the education of Florida’s LEP students.</p> <p>In response, the 1990 Legislature required school districts, among other things, to:</p> <ul style="list-style-type: none"> • Identify LEP students through assessment; • Provide LEP students with instruction in English using strategies for teaching ESOL; • Provide LEP students with ESOL instruction or home-language instruction in mathematics, science, social studies, and computer literacy; and • Provide qualified teachers. <p>Instead of litigation, META and DOE negotiated a settlement agreement, which was approved by a Consent Order issued by a federal district court judge on August 14, 1990. Under</p>

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	<p>the Consent Order, DOE agreed to the equal treatment of LEP students; proper identification and assessment of LEP students; and adequate placement and programming, certified staff, and supplemental services, for LEP students.</p> <p>In September 2003, the court issued an order modifying the 1990 Consent Order based on a joint stipulation submitted by DOE and META. The 2003 stipulation principally provided alternative methods for certified teachers to obtain ESOL qualifications.</p> <p>In addition, the federal No Child Left Behind Act of 2001 included several requirements for states and school districts concerning the education of English language learners (ELLs).</p>
<p>6. What are the training and certification requirements for teachers of LEP students and other school personnel?</p>	<p>The state's ESOL training and certification requirements for teachers of LEP students and other school personnel are divided among four categories.</p> <p><u>Category I.</u> Teachers of English for LEP students must have:</p> <ul style="list-style-type: none">• ESOL certification through earning a bachelor's or higher degree in teaching ESOL (TESOL) and passing the ESOL subject area examination of the Florida Teacher Certification Examinations (FTCE);• ESOL certification through passing the ESOL subject area examination plus earning 120 inservice points (<i>i.e.</i>, professional development training generally awarded at a rate of one inservice point per 1 clock hour of training) within 3 years after certification; or• ESOL endorsement through completing 15 semester hours of college credit or 300 inservice points (3 semester hours or 60 inservice points within 2 years after assignment of an LEP student and 3 semester hours or 60 inservice points each subsequent year that the teacher is assigned an LEP student until completing 15 semester hours or 300 inservice points). <p><u>Category II.</u> Teachers of mathematics, science, social studies, and computer literacy must have, within 1 year of assignment of an LEP student, ESOL endorsement through completing 3 semester hours of college credit or 60 inservice points.</p> <p><u>Category III.</u> Teachers of other subjects not listed in Category I or Category II must have, within 1 year of assignment of an LEP student, ESOL endorsement through completing 3 semester hours of college credit or</p>

English for Speakers of Other Languages (ESOL)

	<p>18 inservice points.</p> <p>Category IV. School administrators and guidance counselors must have 3 semester hours of college credit or 60 inservice points.</p> <p>College credit and inservice activities for ESOL certification or endorsement include training in the following areas:</p> <ul style="list-style-type: none"> • Methods of teaching ESOL; • ESOL curriculum and materials development; • Cross-cultural communication and understanding; • Applied linguistics; and • Testing and evaluation of ESOL.
<p>7. Do LEP students take the FCAT?</p>	<p>Yes. Participation in the Florida Comprehensive Assessment Test (FCAT) is mandatory for all students attending public school, except as prescribed by the Commissioner of Education. However, the State Board of Education must adopt rules providing test accommodations for LEP students. Under the rules, LEP students are provided the following accommodations:</p> <ul style="list-style-type: none"> • LEP students may be given additional time to complete each section of the test; • LEP students may be given English-home/native language dictionaries; • LEP students may be tested in a separate room with an ESOL or home/native-language teacher serving as test administrator; and • LEP students may be given limited assistance from the ESOL or heritage language teacher (e.g., answering questions about test directions). <p>(Refer to Florida Comprehensive Assessment Test Accommodations Fact Sheet.)</p> <p>The FCAT scores of LEP students in an ESOL program for more than 2 years are included in school grade calculations. However, the FCAT scores of LEP students in an ESOL program for less than 2 years are included in the learning gains component of school grades, but excluded from the achievement score components in reading, mathematics, science, and writing. (Refer to School Grades Fact Sheet.)</p>
<p>8. Where can I get additional information about the Consent Decree?</p>	<p><i>League of United Latin American Citizens (LULAC) et al. v. Florida Board of Education et al.</i>, No. 90-1913 (S.D. Fla. Aug. 13, 1990).</p> <p>1990 Consent Decree www.fldoe.org/aala/lulac.asp</p>

English for Speakers of Other Languages (ESOL)

	<p>2003 Modification of the Consent Decree www.fldoe.org/aala/lulac.asp</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1000.05, F.S. – Discrimination Against Students and Employees in the Florida K-20 Public Education System Prohibited; Equality of Access Required. Section 1003.433, F.S. – Learning Opportunities for Out-of-State and Out-of-Country Transfer Students and Students Needing Additional Instruction to Meet High School Graduation Requirements. Section 1003.56, F.S. – English Language Instruction for Limited English Proficient Students. Section 1004.04(3)(c)1., F.S. – Public Accountability and State Approval for Teacher Preparation Programs. Section 1008.22(3)(c)6., F.S. – Student Assessment Program for Public Schools. Section 1011.62(1)(c)4., (d)3., and (g), F.S. – Funds for Operation of Schools. Section 1012.585(3)(d), F.S. – Process for Renewal of Professional Certificates.</p> <p>Section 2, chapter 84-336, L.O.F. – Intensive English Language Instruction. Section 41, chapter 90-288, L.O.F. – English Language Instruction for Limited English Proficient Students.</p> <p>Rule 6A-4.0244, F.A.C. – Specialization Requirements for the Endorsement in English to Speakers of Other Languages – Academic Class. Rule 6A-4.0245, F.A.C. – Specialization Requirements for Certification in English for Speakers of Other Languages (K-12) – Academic Class. Rule 6A-6.0900, F.A.C. – Programs for Limited English Proficient Students. Rule 6A-6.0901, F.A.C. – Definitions which Apply to Programs for Limited English Proficient Students. Rule 6A-6.0902, F.A.C. – Requirements for Identification, Assessment and Programmatic Assessment of Limited English Proficient Students. Rule 6A-6.0903, F.A.C. – Requirements for Classification, Reclassification, and Post Reclassification. Rule 6A-6.0904, F.A.C. – Equal Access to Appropriate Programming for Limited English Proficient Students. Rule 6A-6.0905, F.A.C. – Requirements for District Limited English Proficient Plan. Rule 6A-6.0906, F.A.C. – Monitoring of Programs for Limited English Proficient Students. Rule 6A-6.0907, F.A.C. – Inservice Requirements for Personnel of Limited English Proficient Students. Rule 6A-6.0908, F.A.C. – Equal Access for Limited English</p>

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	<p>Proficient Students to Programs Other than ESOL. Rule 6A-6.0909, F.A.C.– Exceptions Provided to Limited English Proficient Students. Rule 6A-6.09091, F.A.C. – Accommodations of the Statewide Assessment Program Instruments and Procedures for Limited English Proficient Students.</p>
10. Where can I get additional information?	<p>Florida Department of Education Office of Academic Achievement through Language Acquisition (850) 245-0417 www.fldoe.org/aala/</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools and Learning Council
Exceptional Student Education
(ESE)

Fact Sheet

January 2008

<p>1. What is Exceptional Student Education?</p>	<p>Exceptional Student Education (ESE) provides specially-designed instruction for students with disabilities as well as students identified as gifted. Student enrollment in ESE programs is one factor considered in determining what funding a school district receives.</p> <p>A free appropriate public education (FAPE) must be made available to eligible students with disabilities ages three through 21 by the school district in which they live. FAPE may include specialized materials and support services as well as specially designed instruction. The Individuals with Disabilities Education Improvement Act (IDEA) requires that students with disabilities be educated to the “maximum extent appropriate” in the “least restrictive environment (LRE).” (Refer to the Individuals with Disabilities Education Improvement Act Fact Sheet.) Florida school districts provide a broad array of appropriate placement options for students with disabilities, which include but are not limited to, placement with general education teachers for instruction for all or part of the student’s day.</p> <p>At the discretion of individual school districts, services may also be provided to eligible infants and toddlers with disabilities below three years of age.</p> <p>School districts must also provide a FAPE to gifted students. Gifted students may receive specialized instruction in the regular classroom or in special gifted classes.</p>
<p>2. How are students determined to be eligible for Exceptional Student Education services?</p>	<p>Students may be referred for an evaluation for ESE services by their parents or by a teacher or other school staff. With few exceptions, prior to being evaluated as a student with a disability, school districts must attempt a range of general education interventions. Once a school-based team has determined that general education interventions are not sufficiently effective, a referral for evaluation is made. A student cannot be evaluated for ESE eligibility without the prior written informed consent of the parent. A team of professionals and the student’s parent (i.e., eligibility staffing committee) review the evaluation results to determine if the student meets the requirements for eligibility under one or more State Board of Education (SBE) rules, and if there is evidence of a need for special education and related services.</p>

Exceptional Student Education (ESE)

	<p>In order for a student to be eligible for a gifted ESE program, SBE rule requires the student to: (a) have a 130 IQ or above, possess gifted characteristics, and need a special program; or (b) be limited English proficient or from a low socio-economic status and meet the criteria in an approved school district plan for increasing the participation of under-represented groups in the district's gifted program.</p> <p>If a student is found eligible for an ESE program, a plan is developed for the student. This plan is referred to as an:</p> <ul style="list-style-type: none"> • Individual educational plan (IEP) for school-aged students with disabilities ages three through 21. • Individualized family support plan (IFSP) for children ages birth through two (and may also be used for children ages three through five years in lieu of an IEP). • Educational plan (EP) for gifted students. <p>Parents participate in the development of the plans, which cannot be implemented until the parent provides written consent for initial placement in the ESE program.</p>
<p>3. What does the IEP, IFSP, or EP include and how frequently must these documents be updated?</p>	<p>Each of these plans includes a description of the current performance of the student, a statement of goals and objectives or benchmarks for the student, and a statement of the specially designed and related services, including supplemental aides and services, to be provided. The plans are designed to meet the individual needs of the student.</p> <p>An IEP or IFSP team must meet at least annually to review and revise the plan for a student with a disability. EPs for gifted students may be written for a longer period (i.e., 3 or 4 years) to coincide with natural articulation points (e.g., middle to high school). Students must be reevaluated at least once every three years to determine if they continue to be a student with a disability in need of special education and related services. There is no requirement that gifted students be reevaluated. In addition, a student's parent or teacher may request an IEP team meeting or a reevaluation at any time.</p>
<p>4. What types of disabilities are included in Exceptional Student Education?</p>	<p>The specific disabilities are: autism spectrum disorder; deaf or hard-of-hearing; visually impaired, including blindness; dual-sensory impaired (deaf/blind); mentally handicapped; speech or language impaired; specific learning disability; emotional or behavioral disabilities; physically impaired, with orthopedic impairment, traumatic brain injury, or other health impairment; and developmentally delayed. Some students may have multiple disabilities. Students in Florida also may be eligible through the program for students who are hospitalized or homebound.</p>

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<p>5. What types of services are provided for an exceptional student?</p>	<p>ESE services include specially designed instruction and related services that are necessary to enable the student to benefit from education. Such related services may include: transportation, diagnostic and evaluation services, social services, physical and occupational therapy, speech and language pathology, job placement, orientation and mobility training, braillists, typists, readers for the blind, interpreters and auditory amplification, rehabilitation counseling, specified materials, assistive technology devices, and other specialized equipment.</p>
<p>6. What is the McKay Scholarships for Students with Disabilities Program?</p>	<p>The McKay Scholarships for Students with Disabilities Program provides scholarships for eligible students with disabilities to attend an eligible public or private school of their choice. A student with a disability in grades K-12 is eligible to participate in the McKay Scholarship Program if he or she: has an IEP; attended a public school in Florida; and was reported for funding through the Florida Education Finance Program during the prior school year. (Refer to the McKay Scholarships for Students with Disabilities Program Fact Sheet.)</p>
<p>7. Are students with disabilities required to participate in the Florida Comprehensive Assessment Test (FCAT)?</p>	<p>A student with a disability is required to take the FCAT unless the student has a disability recognized under the IDEA and the student's IEP team determines that:</p> <ul style="list-style-type: none"> • The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards even with appropriate and allowable course modifications; and • The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities. <p>When such a determination is made for a student with a significant cognitive disability, the student must take the Florida Alternate Assessment.</p>
<p>8. Are students with disabilities required to take the FCAT in order to graduate with a standard high school diploma?</p>	<p>A student with a disability is required to take the FCAT, unless waived by the IEP team as explained below, in order to graduate with a standard high school diploma. Florida law requires each district school board to provide instruction that prepares students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression, high school graduation, and postsecondary education opportunities.</p> <p>Sections 1003.428 and 1003.43, F.S., authorize the IEP team to waive passage of the FCAT as a requirement for graduation with a standard diploma in the traditional 24-minimum-credit graduation program. This waiver option</p>

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became available for 2003 graduates.

In order for the FCAT graduation requirement to be waived, the IEP team must determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. If there is sufficient evidence that the student has mastered the applicable Sunshine State Standards and the IEP team determines that the FCAT is **not** an accurate measure of the student's ability, even with allowable accommodations, the FCAT requirement may be waived and the student may graduate with a standard diploma.

To be considered for the waiver, a student must:

- Be identified as a student with a disability, as defined in section 1007.02(2), F.S.
- Have an IEP.
- Be a senior or a student with disabilities who remains enrolled seeking a standard diploma for which the FCAT is the graduation test.
- Have demonstrated mastery of the grade 10 Sunshine State Standards.
- Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (for example, once in grade 10 and once in grade 11) or, if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12.
- Have participated in the March administration of the FCAT during his or her senior year.
- Have participated in intensive remediation for the FCAT Reading and/or FCAT Mathematics, if passing scores were not earned.
- Be progressing toward meeting the state's 24-credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Should the IEP team determine that the FCAT **does** accurately measure the student's ability and the test should not be waived, then the student may:

- Remain in school until the age of 22 or until the student earns a standard diploma, whichever occurs first;
- Exit with a certificate of completion; or
- Graduate with a special diploma.

The FCAT waiver for students with disabilities is only available for the traditional 24-credit graduation program. It is not available for the three-year, 18-credit graduation

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	<p>programs.</p> <p>Under Rule 6A-1.09431, F.A.C, the Commissioner may exempt a student with a disability from meeting the grade 10 FCAT requirement for high school graduation with a standard diploma due to extraordinary circumstances. Students with disabilities are eligible for consideration of a special exemption from the Grade 10 FCAT under extraordinary circumstances that create a situation where the results of the FCAT would reflect a student's impaired sensory, manual, or speaking skills, rather than the student's achievement. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and are measured by the test. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances.</p> <p>Students who do not meet the requirements for an exemption or waiver may be eligible for a special diploma pursuant to Rule 6A-1.0996, F.A.C.</p>
<p>9. Are there accommodations available for FCAT participation for students with disabilities?</p>	<p>A student may receive accommodations for the FCAT as long as the accommodations do not alter the underlying test or negatively affect the test's validity or reliability. Each accommodation must be specifically identified in the student's IEP and used by the student in the regular classroom setting, provided that they are within the limits set forth in Rule 6A-1.0943, F.A.C.</p> <p>In addition to the testing accommodations that have been authorized, a student with a disability who needs a unique accommodation may submit a request for approval of the accommodation to the Department of Education. Unique accommodations must be approved by the Commissioner of Education.</p> <p>If accommodations are recommended for classroom instruction or testing which are not permitted on the FCAT, parents must be notified and give their signed consent for the use of those accommodations in the classroom. Parents must acknowledge in writing that they understand the possible impact or future consequences of using accommodations in the classroom that are not permitted on the FCAT.</p>
<p>10. What types of accommodations are available for the FCAT for students with disabilities?</p>	<p>Based on the recommendations of the IEP team, accommodations may relate to the presentation of the test, how the student is permitted to respond, the scheduling of, or the setting for taking, the test, and the use of assistive technology.</p>

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Available FCAT accommodations are listed below.

1. **Presentation:**

- Print versions of the test may be enlarged.
- Braille versions may be requested.
- Directions may be read by the test administrator from the FCAT administration manual to the student.
- Masks templates may be used to cover portions of the test.
- Color transparencies or overlays may be used with the test items.
- An answer sheet may be positioned and secured for optimal access.
- Spacing may be increased between test items.
- Fewer items may be placed on each page.
- Reading stands and similar paper positioning accommodations may be used.
- Reading passages can be developed with one complete sentence per line.
- Visual cues that serve as reminders may be placed in the test booklet or answer sheet.
- Extra examples can be given for practice.
- Pages may be tabbed.
- Highlighter tape can be used.
- Key words and phrases can be highlighted in the directions.
- Text directions may be read aloud or signed for all directions other than reading items.
- A reader may read directions and items other than reading items.
- Directions may be repeated, clarified, or summarized.
- Students may repeat or paraphrase directions.
- Text to speech technology may be used to read directions and test items other than reading items.
- Verbal encouragement may be given during the test.
- Noise buffers may be used.
- Directions may be audio taped except for reading items.

2. **Responding:**

- Responses may be dictated to a proctor.
- Text to speech technology may be used to indicate answers.
- Switches may be used to respond.
- Computer/alternative keyboards may be used.
- Pointing devices may be used.
- Communication devices may be used to generate oral or written responses.
- Answers may be entered directly into the test booklet.

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	<ul style="list-style-type: none">• Responses may be signed to a qualified interpreter.• Digital voice or tape recorders may be used to record answers.• Special paper may be used for written answers.• Math grids may be used to organize mathematical computations.• Writing guides or templates may be used to produce legible answers.• Answer sequence may be checked periodically.• An abacus may be used. <p>3. Scheduling:</p> <ul style="list-style-type: none">• A student may be allowed a flexible schedule for the FCAT administration. <p>4. Setting:</p> <ul style="list-style-type: none">• Special lighting may be used.• Adapted furniture may be provided as needed.• Special acoustics may be provided.• Opportunity for movement may be increased or decreased.• Stimuli may be reduced.• The test may be administered in a familiar place for students who are homebound and hospitalized. <p>5. Assistive Devices:</p> <ul style="list-style-type: none">• Calculators may be used as authorized.• Visual magnification and auditory amplification devices may be used.• Technology such as alternative keyboards, pointing devices, and switches may be used to respond to the FCAT.• Audiotaped directions and test items may be provided. <p>An expanded explanation of accommodations can be found at http://www.fldoe.org/ese/fcatasd.asp</p>
<p>11. What are the applicable statutes and rules?</p>	<p>Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).</p> <p>Part 300 of Title 34, Code of Federal Regulations (34 CFR 300) (implementing regulations of IDEA).</p> <p>The Family Education Rights and Privacy Act (The Buckley Amendment).</p> <p>Vocational Rehabilitation Act, Section 504.</p> <p>Section 1000.01(4), F.S. – The Florida K-20 education system; technical provisions.</p>

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	<p>Section 1001.42(4)(l), F.S. – Powers and duties of district school board.</p> <p>Section 1002.20, F.S. – K-12 student and parent rights.</p> <p>Section 1002.22, F.S. – Student records and reports; rights of parents and students; notification; penalty.</p> <p>Section 1003.01, F.S. – Definitions.</p> <p>Section 1003.21(1)(e), F.S. – School attendance.</p> <p>Section 1003.428(3) and 8(b), F.S. – General Requirements for high school graduation; revised.</p> <p>Section 1003.43(4) and (11), F.S. – General requirements for high school graduation.</p> <p>Section 1003.57, F.S. – Exceptional students instruction.</p> <p>1003.576, F.S. Individual education plans for exceptional students.</p> <p>Rule 6A-1.0943, F.A.C. – Statewide assessment for students with disabilities.</p> <p>Rule 6-1.0996, F.A.C. – Graduation requirements for certain students with disabilities.</p> <p>Rules 6A-6.03011through.6A-6.03019, F.A.C.; 6A-6.03020 through 6A-6.03027, F.A.C.; 6A-6.03030 through 6A-6.03031, F.A.C. – Special program rules for the various exceptionality categories.</p> <p>Rule 6A-6.03028, F.A.C. – Development of individual educational plans for students with disabilities.</p> <p>Rule 6A-6.030281, F.A.C. – Development of services plans for students with disabilities enrolled in private schools.</p> <p>Rule 6A-6.03029, F.A.C. – Development of family support plans for children, birth to five.</p> <p>Rule 6A-6.03032, F.A.C. – Procedural Safeguards for children, birth through age 2.</p> <p>Rule 6A-6.0311, F.A.C. – Eligible special programs for exceptional students.</p> <p>Rule 6A-6.0312, F.A.C. – Course modifications for exceptional students.</p> <p>Rule 6A-6.0331, F.A.C. – Identification and determination of eligibility of exceptional students for specially designed instruction.</p> <p>Rule 6A-6.03311, F.A.C. – Procedural safeguards for students with disabilities.</p> <p>Rule 6A—6.03312, F.A.C. – Discipline procedures for students with disabilities.</p> <p>Rule 6A-6.03313, F.A.C. – Procedural safeguards for exceptional students who are gifted.</p> <p>Rule 6A-6.03314, F.A.C. – Procedural safeguards for exceptional students enrolled in private schools.</p>
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	<p>Rule 6A-6.0333, F.A.C. – Surrogate parents.</p> <p>Rule 6A-6.0334, F.A.C. – Temporary assignment of transferring exceptional students.</p> <p>Rule 6A-6.03411, F.A.C. – Special program and procedures for exceptional students.</p> <p>Rule 6A-6.0361, F.A.C. – Contractual arrangements with nonpublic schools.</p>
12. Where can I get additional information?	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475 http://www.fldoe.org/ese/</p> <p>Office of Special Education and Rehabilitative Services 400 Maryland Avenue, S.W. Washington, D.C. 20202</p> <p>Office for Civil Rights 330 Independence Avenue, S.W. Washington, D.C. 20201</p> <p>Florida House of Representatives Schools and Learning Council (850) 488-7451</p>



Schools & Learning Council
Individuals with Disabilities
Education Improvement Act (IDEA
2004)

Fact
Sheet

January 2008

1. What is the IDEA?

The Individuals with Disabilities Education Improvement Act (IDEA) was first enacted in 1975 and subsequently reauthorized in 2004. The purpose of the IDEA is to ensure that all children with disabilities are provided with special education and related services designed to meet their unique needs and prepare them for employment and independent living. The IDEA assists states in meeting these requirements by providing funding to each state based on the number of identified disabled students residing within its borders.

The types of services that states are required to provide for children with disabilities depend on the age of the child. Part B of the IDEA requires states to provide a Free Appropriate Public Education (FAPE) for children ages three to 21. Part C of the IDEA requires states to provide early intervention services for infants and toddlers ages birth to two.

Free Appropriate Public Education: The term “free appropriate public education” means special education and related services that are provided by the public school system at no cost to the parent, which meet the standards of the state, and which are in conformity with an individual educational plan (IEP). Included within the requirement of a FAPE is the requirement that the child be educated in the least restrictive environment (LRE). This means that the school's goal must be to educate the student in an environment that is as close to a typical school education as possible, but that will still give him or her an appropriate education. The IEP must address the LRE issue. See *L.G. v. School Bd. of Palm Beach County, Fla.*, 512 F.Supp.2d 1240 (S.D. Fla. 2007). In the event, the parents of a disabled child and a school cannot agree on the contents of an IEP, the IDEA permits either party to request a due process hearing.

The issue of what constitutes a FAPE has been extensively litigated in state and federal courts. Florida case law has held that the FAPE requirement does not require the states to satisfy all particular needs of each handicapped child; however, the FAPE offered must be designed to afford the child a meaningful opportunity to learn. See *M.H. v. Nassau County School Bd.*, 918 So.2d 316 (1st DCA 2005).

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	<p>The IDEA authorizes the court to award attorneys' fees in a proceeding brought under the act to the:</p> <ul style="list-style-type: none"> • Prevailing parent of a child with a disability; • The prevailing state or local education agency against the parent's attorney if the complaint is frivolous or if the attorney continued to litigate after the litigation became frivolous; or • The prevailing state or local education agency against the parent or the parent's attorney if the complaint or subsequent cause of action was presented for any improper purpose, e.g., harassment, unnecessary delay, or needlessly increasing litigation costs. <p>See 20 U.S.C.A. § 1415(i)(3)(B). State courts have concurrent jurisdiction with federal courts to award attorney fees under the IDEA. <i>W.R. ex rel. Doe v. School Bd. of Osceola County</i>, 726 So.2d 801 (Fla. 5th DCA 1999).</p> <p><i>Early Intervention Services:</i> The IDEA's early intervention program for infants and toddlers was established in 1986. The purpose of early intervention is to lessen the educational effects of a child's disability. Services are designed to identify and meet a child's needs in five developmental areas, including: physical development, cognitive development, communication, social or emotional development, and adaptive development. States receive federal grant funding and program assistance for early intervention services through the IDEA.</p>
<p>2. How are students determined to be eligible for IDEA services?</p>	<p><i>Students ages 3 to 21:</i> School-age children may be referred for an evaluation for exceptional student education (ESE) services by their parents or by a teacher or other school staff. With few exceptions, prior to being evaluated as a student with a disability, school districts must ensure that a range of general education interventions have been attempted. Eligibility for an ESE program requires that the student has a disability and a need for special education and related services; having the exceptionality alone does not constitute eligibility.</p> <p>Once the evaluation team has determined that reasonable general education interventions are not sufficiently effective, a referral for evaluation is made. A student cannot be evaluated for ESE eligibility without the prior written informed consent of the parent. A team of professionals and the student's parent (i.e., staffing committee) review the evaluation results to determine if the student meets the requirements for eligibility under one or more State Board of Education (SBE) rules and if there is evidence of a need for special education and related services.</p>

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	<p><i>Infants and toddlers ages birth to two:</i> States are given significant discretion for determining eligibility for entry into early intervention programs because such conditions may not be fully diagnosable due to the child's early age. Eligibility for early intervention services largely depends on how a state's definition of developmental delay defines children who are "at risk" for disabilities in its eligibility formula. In defining the "at risk" population, states may include well-known biological and environmental factors that can be identified and that place infants and toddlers "at risk" for developmental delay. Commonly cited factors include low birth weight, respiratory distress as a newborn, and lack of oxygen, brain hemorrhage, infection, nutritional deprivation, and a history of abuse or neglect.</p> <p>Evaluations for infants and toddlers must be conducted by a multidisciplinary team. The multidisciplinary team may consist of medical, mental health, education, and early childhood development professionals. The team must evaluate each child's family to identify its needs for assisting in the child's development.</p> <p>When a child is determined to be eligible for ESE or early intervention services, the evaluation team then develops an educational plan.</p>
<p>3. What types of educational plans must be developed for infants and toddlers or students with disabilities?</p>	<p>The type of educational plan that must be developed for a child with a disability depends on the age of the child. An IEP is developed for school-aged children and an individualized family support plan (IFSP) is prepared for children ages birth to two. An IFSP may also be used through the age of five in lieu of an IEP. Parents participate in the development of the plan, which cannot be implemented until the parent provides written consent for placement in the ESE or early intervention program.</p> <p><i>Individualized Educational Plan:</i> An IEP is developed by a team of professionals and the parent. The IEP team must include: the parent; at least one ESE teacher of the child; at least one general education teacher of the child; and a representative of the school district, i.e., a Local Education Authority representative. For some students there are additional requirements for his or her IEP team membership.</p> <p>The IEP team develops annual goals for the student based on his or her strengths, needs, and the effect of the disability. Once the goals are determined, the team decides what type of special education services the student needs, how often, and where the services should be provided, e.g., in the general education class or in an ESE classroom. They also determine if the student needs related services such as occupational</p>

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	<p>therapy or specialized transportation.</p> <p><i>The Individualized Family Service Plan:</i> An IFSP documents and guides the early intervention process for children with disabilities and their families. The IFSP contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services specific to the family's concerns, priorities, and available resources. A service coordinator then helps the family by coordinating the services outlined in the IFSP.</p> <p>To prepare the child for transition from early intervention services to special education services, a transition planning meeting is to be held approximately three months prior to the child's third birthday. An exit IEP is prepared which determines the services that the child will receive after the transition.</p>
<p>4. How do schools know what services to provide?</p>	<p>Services are provided in accordance with the IEP. In addition to the services identified in the IEP, state law requires the district school superintendent to fully inform the parent of a student with a physical or developmental disability of all available services that are appropriate for the student's disability. (Refer to the Exceptional Student Education Fact Sheet.)</p>
<p>5. Has the IDEA ever been changed?</p>	<p>Yes. In 1997, the IDEA was reauthorized with significant changes that focused on placement in a LRE and on the role of parents [Public Law 105-17]. Federal regulations for the IDEA, as amended and reauthorized in 1997, were adopted in 1999.</p> <p>In 2004, federal legislation entitled the Individuals with Disabilities Education Improvement Act again amended and reauthorized the IDEA [Public Law 108-446]. Many of the amendments were for the purpose of more closely aligning the IDEA with the No Child Left Behind Act and most changes took effect on July 1, 2005. Federal implementing regulations for these amendments, which govern pre-school and school aged children, took effect in October 2006. Implementing regulations for provisions governing early intervention programs for infants and toddlers with disabilities were published in May 2007, and final regulations are anticipated for release in early 2008.</p>
<p>6. What effect do the changes in the IDEA and its regulations have on Florida?</p>	<p>SBE rules relating to students with disabilities were revised to reflect the new requirements of the 1999 IDEA regulations. This required extensive review by the Florida Department of Education (DOE) and other stakeholders and the revisions were accomplished in the fall of 2004.</p>

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	<p>The 2004 changes to the IDEA included amendments in the following subject areas:</p> <ul style="list-style-type: none"> • Teacher qualifications; • State and local funding; • Enrollment of children in private schools; • Early intervening services; • Disproportionality and overidentification; • State- and district-wide assessments; • Changes in initial evaluations and reevaluations; • IEP content and team membership; • Procedural safeguards; and • Discipline. <p>The DOE has been in the process of reviewing the 2004 IDEA amendments to determine which of the SBE's rules and state laws are more or less stringent than the 2004 IDEA, and has sought input from stakeholders to determine which SBE rules and state laws should be revised.</p> <p>As of November 2007, the SBE has adopted amendments to six rules for purposes of implementing the 2004 amendments to the IDEA. These rules relate to ESE eligibility for students who: are deaf or hard-of-hearing; are physically impaired with orthopedic impairment; are physically impaired with traumatic brain injury; are physically impaired with other health impairment; have emotional/behavioral disabilities; or have Autism Spectrum Disorder. Nine other SBE rules to implement the 2004 amendments have been published and are currently under consideration for adoption. Representatives of the DOE have indicated that the department will suggest proposed amendments to state law to implement the 2004 IDEA amendments during the 2008 Regular Session.</p> <p>Until state law and SBE rules are updated to implement the 2004 changes to the IDEA, the following applies for school districts:</p> <ul style="list-style-type: none"> • If a 2004 amendment to the IDEA is considered "less stringent" than current Florida law or SBE rule, school districts must comply with the current state law or rule until such is amended to implement the new federal law. • If a 2004 amendment to the IDEA is considered "more stringent" or if it addresses a new issue, school districts must comply with its requirements.
<p>7. What are the applicable statutes and rules?</p>	<p>Individuals with Disabilities Improvement Act Amendments of 2004, 20 U.S.C. sections 1400-1482.</p> <p>Regulations for the Individuals with Disabilities Act, 34 C.F.R. sections 300 & 303.</p> <p>Section 1000.01(4), F.S. – Requirement for public schools to</p>

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	<p>provide exceptional student education instruction. Section 1001.42(4)(l), F.S. – Requirement to provide appropriate program of special instruction. Section 1002.20(8), F.S. – K-12 students and parent rights; students with disabilities. Section 1002.22, F.S. – Student records and reports; rights of parents and students; notification; penalty. Section 1003.21(1)(e), F.S. – School attendance. Section 1003.428(8), F.S. – High school graduation requirements for exceptional students. Section 1003.43(4) and (11), F.S. – High school graduation requirements for exceptional students. Section 1003.57, F.S. – Exceptional students instruction.</p> <p>Rule 6A-1.0943, F.A.C. – Statewide assessment for students with disabilities. Rule 6A-1.0996, F.A.C. – Graduation requirements for certain students with disabilities .</p> <p>Rules 6A-6.03011 through 6A-6.03018; 6A-6.03020 through 6A-6.03027; 6A-6.03030 through 6A-6.03031, F.A.C. – Special program rules for various exceptionality categories. Rule 6A-6.03020, F.A.C. – Specially designed programs for students who are homebound or hospitalized Rule 6A-6.03028, F.A.C. – Development of individual educational plans for students with disabilities. Rule 6A-6.030281, F.A.C. – Development of services plans for students with disabilities enrolled in private schools. Rule 6A-6.03029, F.A.C. – Development of family support plans for children, birth to five. Rule 6A-6.03032, F.A.C. – Procedural Safeguards for children, birth through age two. Rule 6A-6.0311, F.A.C. – Eligible special programs for exceptional students. Rule 6A-6.0312, F.A.C. – Course modifications for exceptional students. Rule 6A-6.0331, F.A.C. – Identification and determination of eligibility of exceptional students for specially designed instruction. Rule 6A-6.03311, F.A.C. – Procedural safeguards for students with disabilities. Rule 6A—6.03312, F.A.C. – Discipline for students with disabilities. Rule 6A-6.03314, F.A.C. – Procedural safeguards for exceptional students enrolled in private schools by their parents. Rule 6A-6.0333, F.A.C. – Surrogate parents.</p>
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Individuals with Disabilities Education Act (IDEA)

	<p>Rule 6A-6.0334, F.A.C. –Temporary assignment of transferring exceptional students.</p> <p>Rule 6A-6.03411, F.A.C. – Special program and procedures for exceptional students.</p> <p>Rule 6A-6.0361, F.A.C. – Contractual arrangements with nonpublic schools.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475 http://www.firn.edu/doe/commhome/index.html</p> <p>U.S. Department of Education Office of Special Education and Rehabilitative Services and Office of Special Education Programs 400 Maryland Avenue, S.W. Washington, D.C. 20202-7100 (202)245-7468 http://www.ed.gov/about/offices/list/osers/index.html http://idea.ed.gov/</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council Student Advisement

Fact Sheet

January 2008

<p>1. What advisement is a student given as he/she progresses through Florida's public school system?</p>	<p>Students in the Florida public school system are served by school guidance counselors who are responsible for advising them regarding their abilities, aptitudes, educational and occupational opportunities, and personal and social adjustments. Students also have access to FACTS.org, a statewide online student advising system established and maintained by the Department of Education (DOE). FACTS.org is accessible to all Florida students and is intended to be the primary advising and tracking tool for students enrolled in public secondary and postsecondary educational institutions. (Refer to Question 3.)</p>
<p>2. What are the educational and certification requirements of guidance counselors?</p>	<p>For certification as a guidance counselor, State Board of Education rule requires either: (a) a master's or higher degree with a graduate major in guidance and counseling or counselor education; or (b) a master's or higher degree with 30 semester hours of graduate credit in specified guidance and counseling courses.</p>
<p>3. What online guidance advisement systems are being employed statewide?</p>	<p>FACTS.org is Florida's computer-assisted student advising system. It is maintained by the DOE and provides user-friendly tools for online advisement and education planning for K-20 students. It contains resources for career planning, college/vocational-technical planning, admissions, financial aid, and college student planning.</p> <p>FACTS.org's ePersonal Education Planner (ePEP) and High School Evaluations tools provide personalized evaluations of Florida public students' high school transcripts, including their:</p> <ul style="list-style-type: none">• Progress toward high school diplomas.• Progress toward meeting State University System admissions requirements.• Status for meeting Bright Futures Scholarship initial eligibility requirements. <p>The ePEP was designed and released during the 2005-2006 academic year. Both middle school and high school students have access to ePEP for high school course planning.</p> <p>FACTS.org also offers profiles of over 200 Florida postsecondary institutions, a college and degree search, the state's common college admissions application (one application to multiple colleges), links to online college</p>

	<p>financial aid applications, and direct access to the “Choices Planner” (CHOICES), an electronic career guidance program.</p> <p>For elementary and middle grades, other systems are used and often funded through local school districts. In many middle schools, a program called, “Career Futures” is used. Many elementary students have access to a computer program called “PAWS,” which encourages career exploration.</p> <p>Middle school students must take a course in career and education planning in the 7th or 8th grade that includes career planning using CHOICES and FACTS.org. Each student must also complete a personalized academic and career plan.</p>
<p>4. What accountability measures are currently in place to assure proper advisement and outcome?</p>	<p>Each school district must annually submit a district guidance report to the Commissioner of Education by June 30th. The guidance report must include, but is not limited to the following:</p> <ul style="list-style-type: none"> • Examination of student access to guidance counselors. • Degree to which a district has adopted or implemented a guidance model program. • Evaluation of information and training available to guidance counselors and career specialists to advise students on areas of critical need labor market trends, and technical training requirements. • Progress toward incorporation of best practices as identified by the DOE. • Consideration of alternative guidance systems. <p>(See Refer to Question #5).</p> <ul style="list-style-type: none"> • Actions taken to provide information to students for school-to-work transition. • A guidance plan for the district. <p>In 2003, the Legislature enacted The Family and School Partnership for Student Achievement Act to increase parental participation in a child’s progression through the school system. School districts are required to develop and disseminate a parent guide to successful student achievement and a checklist of parental actions to strengthen parental involvement. The parent guide is based on guidelines and a checklist developed by the DOE. The DOE is also charged with establishing a parent-response center to provide assistance to parents in answering questions and resolving issues related to the child’s education.</p>
<p>5. What recommendations are being made regarding student advising?</p>	<p>Two 2004 reports, one by The Council for Education Policy, Research, and Improvement (CEPRI) and one by a Career Education Task Force recommended that students be given</p>

	<p>more guidance to enable them to start on a progressive path toward a career at an earlier age. Various methods of increasing guidance for students are available and include the use of alternative guidance systems such as a teacher-advisor model, mentoring, partnerships with the business community, web-based delivery, and parental involvement.</p> <p>The teacher-advisor model is promoted by the Southern Regional Education Board (SREB) as part of the initiative, “High Schools that Work.” According to the SREB, use of the teacher-advisor model is a solution for providing more individualized student attention in an often overburdened guidance system. With this model, guidance counselors take on a managerial role and teachers are assigned to students to act as advisory mentors throughout their high school careers.</p> <p>Other recommendations for the advisement system are to: improve online use; make the systems more user-friendly; encourage more parental involvement; link students with the needs of the workforce and the public/private sectors of the business community to find careers in areas of growing need; and make greater use of youth apprenticeship opportunities.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1002.23, F.S. – Family and School Partnership for Student Achievement Act. Section 1003.4156 – General requirements for middle grades promotion. Section 1006.02, F.S. – Provision of information to students and parents regarding school-to-work transition. Section 1006.025, F.S. – Guidance Services. Section 1007.28, F.S. – Computer-assisted student advising system. Section 1012.01(2)(b), F.S. – Student Personnel Services</p> <p>Rule 6A-4.0181, F.A.C. – Specialization Requirements for Certification in Guidance and Counseling (Grades PK-12).</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Florida Center for Advising & Academic Support (FCAAS) - FACTS.org (850) 245-0518 www.facts.org</p> <p>The Student Support Services Project Bureau of Exceptional Education and Student Services http://sss.usf.edu</p> <p>Workforce Education (850) 245-0452 Web-based district guidance report: http://data.fldoe.org/guidanceReport/</p>

	<p>Florida School Counseling and Guidance Framework http://www.firn.edu/doe/workforce/pdf/guidance.pdf</p> <p>FFlorida Counseling for Future Education Handbook www.facts.org (see the “Advising Manuals” link)</p> <p>1-800-342-9271 (also included):</p> <p>LLesson Plans for Counseling and Guidance Curriculum http://www.firn.edu/doe/programs/cd_lesson.htm</p> <p>Florida Choices Programs Division of Community Colleges and Workforce Education (850) 245-0407 http://www.florida.access.bridges.com</p> <p>Certification Requirements http://www.fldoe.org/edcert/</p> <p>Select Rule Authority, 6A-4, Florida Administrative Code http://www.firn.edu/doe/rules/6a-4.htm</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council
Student Transportation

Fact Sheet

January 2008

<p>1. A school district must provide transportation for which students?</p>	<p>A school district must provide transportation for:</p> <ul style="list-style-type: none"> • A K-12 student in a public school who lives more than a reasonable walking distance (2 miles) from school; • A K-6 student in a public elementary school, if the student would encounter hazardous walking conditions to or from school (Refer to Question 7); • A student in a prekindergarten program for children with disabilities; • A student with a disability who meets one of the following criteria for specialized transportation services, as documented in the student's Individualized Education Program (IEP): <ul style="list-style-type: none"> ○ Medical equipment required (<i>i.e.</i>, wheelchair, crutches, walker, cane, tracheotomy equipment, or positioning or unique seating devices); ○ Medical condition requiring a special transportation environment according to a physician's prescription (<i>e.g.</i>, tinted windows, dust-controlled atmosphere, or temperature control); ○ Aide or monitor required due to disability and specific need of student; ○ Shortened day required due to disability and specific need of student; or ○ School assigned is located in an out-of-district school system. • A pregnant student or student parent (or child of the student) in a teenage parent program; and • A student transported from one school to another for an instructional program (<i>e.g.</i>, vocational students, dual enrollment students, and students with disabilities). <p>In school year 2005-2006 (most recent year for which data is available), 1,025,893 students statewide were transported 304,796,201 miles. School districts transported students during the same school year with an inventory of 15,757 buses in daily service.</p>
<p>2. What funding does a school district receive for student transportation?</p>	<p>For fiscal year 2007-2008, the Legislature appropriated approximately \$487 million (after budget reductions from 2007 Special Session "C") to school districts in order to fund transportation services. School districts are allocated a <i>pro</i></p>

Student Transportation

	<p><i>rata</i> share of the state’s school transportation funds based on each district’s average bus occupancy, county-by-county differences in cost of living, and the extent of rural population in the district. In addition, districts receive additional funding for the increased costs associated with transporting students with disabilities. In fiscal year 2005-2006 (most recent year in which expenditure data is available), school districts spent approximately \$1.02 billion for school transportation, with approximately \$451 million (44 percent) derived from the state’s school transportation funds and the remainder (56 percent) from local district sources.</p>
<p>3. Is a school district authorized to transport students other than those required by law?</p>	<p>Yes. School districts are permitted to transport students other than those required by law. However, school districts do not receive state funding for transporting students other than those required by law (Refer to Question 1). In 2005-2006 (most recent year for which data is available), school districts transported an average 70,582 “courtesy riders” who were ineligible for state funding, which represented 6.44 percent of total ridership.</p> <p>State funding supports the transportation of K-6 students in a public elementary school, if the students encounter hazardous walking conditions according to state criteria (Refer to Question 7). School districts frequently authorize courtesy riders who live within 2 miles of school because of walking conditions determined unsafe by the district’s local criteria, but which are not covered by the state criteria. For example, a school district may determine that it is unsafe for middle school students to cross a bridge that lacks a pedestrian walkway.</p>
<p>4. Are school buses safe?</p>	<p>School buses in service in Florida must comply with both the Federal Motor Vehicle Safety Standards and the Florida School Bus Specifications. In addition, a school district is required to conduct a safety inspection of each school bus at least once every 30 days.</p> <p>In a 2002 report, the Transportation Research Board of the National Academy of Sciences found that school buses represent 25 percent of the miles traveled by students but account for less than 4 percent of the injuries and 2 percent of the fatalities. According to the report, each year approximately 800 school-aged children are killed in motor vehicle crashes during normal school travel hours. Of these 800 deaths, about 20 (2 percent)—5 school bus passengers and 15 pedestrians—are school bus-related.</p> <p>In addition to vehicle safety, Florida law requires that school</p>

Student Transportation

	<p>bus drivers complete a 40-hour preservice training program, hold a valid commercial driver's license, and be "of good moral character, of good vision and hearing, able-bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease." Each school bus driver must also be fingerprinted and undergo a criminal history background check, successfully complete a medical examination, and annually complete 8 hours of inservice training. School districts are required to inspect each school bus driver's traffic infraction history and review weekly updates. In addition, all school bus drivers are subject to substance abuse and alcohol detection testing.</p>
<p>5. Are school buses required to have safety belts?</p>	<p>A new school bus purchased on or after January 1, 2001, must be equipped with Type I safety belts (lap belts), or another federally approved restraint system, in all passenger seats. School buses purchased on or before December 31, 2000, are not required to have safety belts. Each passenger on a school bus equipped with safety belts or another restraint system must wear a safety belt at all times while the bus is in operation.</p> <p>School districts are required to give first priority to elementary schools in the allocation of school buses equipped with safety belts or another restraint system.</p>
<p>6. May a school district use vehicles other than school buses to transport students?</p>	<p>Yes. A district school board may use vehicles other than buses to transport students when transportation is:</p> <ul style="list-style-type: none"> • For physically handicapped or isolated students; • Part of a specialized education program delivered by a service provider; • Provided through a public transit system; or • For trips to and from school sites, agricultural education sites, or agriculture-related events or competitions (not for customary transportation to and from a student's residence).
<p>7. What is a hazardous walking condition?</p>	<p>Florida law specifies that a "hazardous walking condition" exists when a student must walk to and from school along a road in which:</p> <ul style="list-style-type: none"> • The walkway adjacent to the road is less than 4-feet wide or does not have a surface that allows the student to avoid walking on the road surface; or • The walkway, if the road is uncurbed and has a speed limit of 55 miles per hour, is not set off the road by at least 3 feet from the road's edge.

Student Transportation

	<p>However, a hazardous walking condition does not exist if the road along which the student must walk:</p> <ul style="list-style-type: none">• Is in a residential area having a posted speed limit of 30 miles per hour or less or having little or no transient traffic; or• Has a traffic volume less than 180 vehicles per hour, per direction, during times that students walk to and from school. <p>In addition, state law establishes that a hazardous walking condition exists when a student walking to and from school must cross a road that:</p> <ul style="list-style-type: none">• Has a traffic volume exceeding 360 vehicles per hour, per direction (including all lanes), and the intersection at which the student must cross does not have a crossing guard, traffic enforcement officer, stop sign, or traffic control signal, during times that students walk to and from school; or• Has a traffic volume exceeding 4,000 vehicles per hour and does not have crossing guards or traffic enforcement officers during times that students walk to and from school.
<p>8. How is a hazardous walking condition identified and corrected?</p>	<p>Upon request, a district school superintendent or the superintendent's designee must inspect a walking condition within the 2-mile limit which is reported as potentially hazardous. The walking condition must also be inspected by a representative from the state or local government with jurisdiction over the road. The superintendent or designee and the government representative must mutually determine whether the walking condition is hazardous under the state criteria (Refer to Question 7), and the superintendent or designee must report the determination to the Department of Education.</p> <p>If it is determined that a walking condition is hazardous under the state criteria, the district school board must ask the state or local government whether it intends to correct the hazardous condition and, if so, the projected completion date. Current law specifies that the Legislature intends state or local government to correct hazardous walking conditions within a reasonable period of time. A school district may use the state's school transportation funds to transport students encountering hazardous walking conditions until the hazardous conditions are corrected or the projected completion date is reached, whichever occurs first.</p>

Student Transportation

<p>9. What are the applicable statutes and rules?</p>	<p>Section 316.614, F.S. – Safety Belt Usage. Section 316.6145, F.S. – School Buses; Safety Belts or Other Restraint Systems Required. Section 1006.21, F.S. – Duties of School Superintendent and District School Board Regarding Transportation. Section 1006.22, F.S. – Safety and Health of Students Being Transported. Section 1006.23, F.S. – Hazardous Walking Conditions. Section 1006.25, F.S. – School Buses. Section 1011.68, F.S. – Funds for Student Transportation. Section 1012.45, F.S. – School Bus Drivers; Requirements and Duties.</p> <p>Specific Appropriation 90, s. 2, ch. 2007-72, L.O.F. – <i>2007-2008 General Appropriations Act</i>. Specific Appropriation 37, s. 2, ch. 2007-326, L.O.F. – <i>Special Appropriations Act (Budget Reductions)</i>.</p> <p>Rule 6A-3.001, F.A.C. – Basic Principles for Transportation of Students. Rule 6A-3.003, F.A.C. – Certification as to Specifications of School Buses. Rule 6A-3.0171, F.A.C. – Responsibilities of School Districts for Student Transportation. Rule 6A-3.0291, F.A.C. – Specifications for New School Buses.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education School Transportation Management (850) 245-9795 www.fldoe.org/transportation</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council **Religion in Public Schools**

Fact Sheet

January 2008

1. What religious freedoms do public school students have?

Public school students have certain constitutionally protected religious rights. According to the “Religious Expression in Public Schools” guidelines promulgated by the United States Secretary of Education, these basic freedoms include the following:

- Students have the right to pray individually or in groups or to discuss their religious views with their peers so long as they are not disruptive.
- Students may express their religious beliefs in the form of reports, homework, and artwork, and such expressions are constitutionally protected. Teachers may not reject or correct such submissions simply because they include a religious symbol or address religious themes.
- Students have the right to distribute religious literature to their schoolmates, subject to those reasonable time, place and manner, or other constitutionally acceptable restrictions imposed on the distribution of all non-school literature.
- Student participation in before or after-school events, such as “see you at the pole” is permissible.
- Students have the right to speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics.
- Student religious clubs in secondary schools must be permitted to meet and to have equal access to campus media to announce their meetings, if a school receives federal funds and permits any student non-curricular club to meet during non-instructional time.
- School officials may not mandate or organize prayer at student assemblies, extracurricular events, or select speakers for such events in a manner that favors or disfavors religious speech such as prayer. Where students or other private speakers are selected on the basis of genuinely neutral, even-handed criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious (or anti-religious) content. To avoid any mistaken perception that a school endorses student or other private speech that is not in fact attributable to the school, school officials may take appropriate, neutral disclaimers to clarify that such speech (whether religious or nonreligious) is the speaker’s and not the

Religion in Public Schools

	school's.
2. Is prayer allowed by statute in Florida's public schools?	Florida statutes allow for a moment of silence. Section 1003.45(2), F.S., provides, "The school board may provide that a brief period, not to exceed two minutes, for the purpose of silent prayer or meditation be set aside at the start of each school day or each school week in the public schools in the district."
3. What prayer legislation has been enacted in Florida?	The 2002 Legislature adopted legislation requiring the Department of Education to distribute each year to all district school board members, superintendents, school principals, and teachers the entire guidelines on "Religious Expression in Public Schools" published by the U.S. DOE.
4. What is the recent history of court decisions regarding school prayer?	<p>In June 2000, the U.S. Supreme Court decided the case of <i>Doe v. Santa Fe Independent School District</i> and held that student-led, student-initiated prayer at <i>high school football games</i> is unconstitutional. In May 2001, the U.S. Eleventh Circuit Court of Appeals held in <i>Adler v. Duval County School Board</i> that a school board policy allowing student-led, student-initiated messages, including prayers, at high school graduation ceremonies was constitutionally permissible. The Eleventh Circuit distinguished Santa Fe based on the fact that the school board policy provided no control over the content of the message. In December 2001, the U.S. Supreme Court let stand this decision by the Eleventh Circuit.</p> <p>In June 2001, the U.S. Supreme Court also let stand the lower court ruling in <i>Chandler v. Siegelman</i> which allowed students to participate in group prayers at school functions such as graduations. The lower court's ruling stated that courts could not prohibit genuinely student initiated religious speech at school events, nor could they impose restrictions greater than those placed on students' nonreligious speech.</p>
5. What is the purpose of the guidance provided by the United States Department of Education?	The purpose of the guidance is to provide state education agencies, districts, and the public with information on the current state of the law concerning constitutionally protected prayer in the public schools, and thus to clarify the extent to which prayer in public schools is legally protected. The guidance is updated biennially.
6. What are the federal requirements regarding school prayer?	Section 9524 of the Elementary and Secondary Act ("ESEA") of 1965, as amended by the No Child Left Behind Act of 2001, requires the secretary to issue guidance on constitutionally protected prayer in public elementary and secondary schools. In addition, section 9524 requires that, as a condition of receiving federal funds, each school district must certify in writing to the Florida Department of Education that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in this guidance.

Religion in Public Schools

7. What are the applicable statutes and rules?	Section 1002.205, F.S. -- Guidelines on Religious Expression. Section 1003.45(2), F.S. -- Brief Meditation Period PL 107-110, <i>The No Child Left Behind Act of 2001</i> .
8. Where can I get additional information?	Florida Department of Education Bureau of Instruction & Innovation (850) 245-9868 Florida House of Representatives Schools & Learning Council (850) 488-7451

Public Schools

Funding/Finance



Schools & Learning Council
Florida Education Finance Program
(FEFP)

Fact Sheet

January 2008

<p>1. What is the Florida Education Finance Program?</p>	<p>The Florida Education Finance Program (FEFP) is the funding formula adopted by the Legislature in 1973 to allocate funds appropriated to school districts for K-12 public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to equalize funding among the school districts, the FEFP takes into account:</p> <ul style="list-style-type: none"> • The local property tax base. • Costs of education programs. • District cost differential or DCD. • Sparsity of student population. 										
<p>2. How are funds allocated?</p>	<p>The FEFP uses a unit of measurement for each student called a full-time equivalent (FTE). One FTE equals one school year of instruction provided to a student. Generally, one FTE equals at least 720 hours of instruction in grades K-3 and at least 900 hours of instruction in grades 4-12.</p> <p>Surveys are taken twice during the regular school year in each school to determine the number of students (unweighted FTEs) enrolled in one or more of seven programs, which include basic education programs; programs for students with limited English proficiency; exceptional student education (ESE) programs; and career education programs (two more surveys are taken during the summer to determine the number of FTEs for Department of Juvenile Justice students).</p> <p>Each program has an associated cost factor that adds weight to an FTE. The program cost factors reflect the relative cost of serving students in each FEFP program. Weighting increases the amount of funds a district is eligible to receive since the FTE is multiplied by the program cost factor. The cost factors for FY 2007-08 are:</p> <table border="0" style="width: 100%;"> <tr> <td colspan="2">GROUP 1:</td> </tr> <tr> <td><u>BASIC PROGRAMS</u></td> <td style="text-align: right;"><u>COST FACTOR</u></td> </tr> <tr> <td>Grades K – 3</td> <td style="text-align: right;">1.048</td> </tr> <tr> <td>Grades 4-8</td> <td style="text-align: right;">1.000</td> </tr> <tr> <td>Grades 9-12</td> <td style="text-align: right;">1.066</td> </tr> </table>	GROUP 1:		<u>BASIC PROGRAMS</u>	<u>COST FACTOR</u>	Grades K – 3	1.048	Grades 4-8	1.000	Grades 9-12	1.066
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Florida Education Finance Program (FEFP)

	<p>GROUP 2:</p> <table border="0"> <tr> <td><u>EXCEPTIONAL STUDENT EDUCATION</u></td> <td><u>COST FACTOR</u></td> </tr> <tr> <td>ESE Support Level 4</td> <td>3.625</td> </tr> <tr> <td>ESE Support Level 5</td> <td>5.062</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td><u>ESOL</u></td> <td><u>COST FACTOR</u></td> </tr> <tr> <td>English for Speakers of Other Languages</td> <td>1.200</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td><u>CAREER EDUCATION PROGRAMS</u></td> <td><u>COST FACTOR</u></td> </tr> <tr> <td>Vocational Education, Grades 9-12</td> <td>1.119</td> </tr> </table> <p>Note: For many years, FTE funding for Group 2 programs has been limited to the district's aggregate Group 2 weighted FTE (FTE x Cost Factors) as determined in the FEFP Conference Report. However, chapter 2006-27, L.O.F., provides funding at a weight of 1.0 for Group 2 FTE over the limit.</p>	<u>EXCEPTIONAL STUDENT EDUCATION</u>	<u>COST FACTOR</u>	ESE Support Level 4	3.625	ESE Support Level 5	5.062	 		<u>ESOL</u>	<u>COST FACTOR</u>	English for Speakers of Other Languages	1.200	 		<u>CAREER EDUCATION PROGRAMS</u>	<u>COST FACTOR</u>	Vocational Education, Grades 9-12	1.119
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<p>3. How is the FEFP calculated?</p>	<p>FEFP funds are determined by multiplying the number of unweighted FTEs in each of the educational programs by cost factors to obtain weighted FTEs. Weighted FTEs are then multiplied by a base student allocation, as determined by the Legislature (\$4,134.95 for FY 2007-2008), and by a district cost differential, to determine the Base Funding from State and Local FEFP Funds. The following allocations are added to the Base Funding to determine Total Funds (state and local FEFP dollars).</p> <p>Declining Enrollment Supplement - assists districts that have a declining student enrollment by providing half the revenue that would have been lost to the district due to the decline in the number of students served. Chapter 2007-328, L.O.F., provided that in any year in which the funds provided for the FEFP in the General Appropriations Act are reduced by a subsequent appropriation, the percent of the decline in FTE shall be determined by the Legislature and designated in the subsequent appropriation.</p> <p>Sparsity Supplement - assists rural districts with sparse student populations (20,000 or fewer students).</p> <p>ESE Guaranteed Allocation – provides lump sum guaranteed funds for mildly to moderately handicapped or gifted exceptional student education services. Chapter 2007-59, L.O.F., limited funds provided for high school gifted programs to the 2006-07 funding level.</p> <p>Safe Schools - for the 2007-08 fiscal year, districts receive a minimum allocation of \$74,483 for school safety and the remaining balance is allocated based on student enrollment and the Florida Department of Law Enforcement Crime</p>																		

Florida Education Finance Program (FEFP)

Index. Funds may be used for Safe Schools activities including: after school programs for middle school students, improvements to enhance the learning environment including implementation of conflict resolution strategies, alternative school programs for adjudicated youth, suicide prevention programs, and other improvements to make the school a safe place to learn.

DJJ Supplemental Allocation – provides supplemental funds for students in juvenile justice education programs in an amount equal to what DJJ programs would have received if they were required to participate in class size reduction. Funds are allocated based on weighted FTE, the state average class-size-reduction factor, and the district's cost differential (WFTE x CSR factor x DCD).

Supplemental Academic Instruction – provides flexible funds for districts to provide supplemental instruction in any manner and at any time during or beyond the regular school year. Funds may be used for strategies including: class size reduction, extended school year, summer school, after school classes, mentoring, tutoring, peer assistance, supplemental intensive reading instruction, and any other use determined by the school district to assist students in receiving a year's worth of knowledge for each year in school.

Reading Instruction Allocation – provides funds for a K-12 comprehensive, district-wide system of research-based reading instruction. The amount of \$99,310 is allocated to each district and the remaining balance is allocated based on each district's proportion of state total K-12 Base Funding (FTE x Cost Factors x Base Student Allocation x DCD).

Merit Award Program (MAP) – provides performance pay rewards to instructional personnel and may include school-based administrators. MAP funds are allocated based on each district's proportion of the state total K-12 base funding (FTE x Cost Factors x Base Student Allocation x DCD). MAP awards must be given to outstanding district personnel based on the performance of students assigned to the employee's classroom, school, or sphere of academic responsibility. Awards must be at least 5 percent, but no more than 10 percent of the district's average teacher salary. **(Refer to Merit Award Program Fact Sheet.)**

.51 Millage Compression – provides a supplement to districts that levy the full .51 mills and generate less than the state average per FTE so that, when combined, the supplement and the revenue raised by the .51 millage

Florida Education Finance Program (FEFP)

	<p>achieves the state average per FTE.</p> <p>.25 Millage Equalization – provides a supplement to districts that levy the full .25 mills and generate less than \$100 per FTE so that, when combined, the supplement and the revenue raised by the .25 millage levy achieves \$100 per FTE. However, districts may not levy a millage rate that generates more than \$100 per FTE. To be eligible for the supplement, a district must levy the full .51 millage levy.</p> <p>Minimum Guarantee Allocation - ensures a minimum level of funding per student for each school district.</p> <p>Total FEFP funds are comprised of state and local dollars. State funds are primarily generated from general revenue (sales tax revenue). Local funds are generated from property tax revenue and are comprised of the .51 and .25 discretionary millage levies and the required local effort levy.</p> <p>The required local effort revenue is the amount of funds the district receives from levying the state certified local effort millage rate on the district’s ad valorem property. All districts levy the required millage, which raises more or less dollars per student depending on the value of the local property. The percentage provided from local sources ranges from 10% to 90% of the total. Section 1011.62(4), F.S., directs the Commissioner to adjust a district’s required local effort millage rate so that the millage will produce no more than 90% of a district’s total base FEFP entitlement. In 2007-08, the millage rates of eleven districts are reduced by this provision.</p> <p>The amount of required local effort that each district must provide to participate in the FEFP is subtracted from the total State & Local FEFP dollars to determine state FEFP dollars. As a result of this subtraction, if a district has low property values, the state’s share of funds per student is greater than the district’s local share of funds. Conversely, if a district has high property values, the state’s share of funds per student is lower than the district’s local share of funds. This subtraction step equalizes the funding per student. All local effort remains in the district, only state funds are adjusted to equalize funding.</p>
<p>4. What are categorical program funds?</p>	<p>Categorical program funds are state funding allocations earmarked for certain programs or initiatives that can only be spent for the specific purposes of those programs or initiatives. These funds comprise a portion of total state funds for public school operations and are in addition to base state FEFP funds.</p>

Florida Education Finance Program (FEFP)

	<p>The following categorical programs received funding allocations during the 2007-2008 fiscal year:</p> <ul style="list-style-type: none"> • Instructional Materials-\$270.1 million; • Student transportation-\$490.2 million; • Teachers Lead Program (teacher funds provided for classroom supplies)-\$48.0 million; and • Class size reduction - \$2.7 billion.
<p>5. Can a school district use monies allocated for specific programs to fund other types of instructional activities?</p>	<p>Yes, provided the school board adopts a resolution at a regular school board meeting declaring that funds for specific programs are needed to maintain other classroom instructional activities.</p> <p>The school board must include in its annual financial report to the Department of Education the amount of funds it transferred from each of the authorized programs and the specific instructional activities for which the transferred funds were expended.</p> <p>A school district may only transfer funds from the following programs in order to maintain other instructional activities:</p> <ul style="list-style-type: none"> • Student transportation categorical. • Safe Schools allocation. • Supplemental Academic Instruction allocation. • Research-base Reading Instruction allocation. • Instructional materials, if all instructional material purchases have been completed for that fiscal year. <p>Class size reduction operating categorical funds must be used to fund class size reduction; however, when the district has met its class size requirements the funds can be used for any lawful operating expenditure with priority given to increasing teacher salaries.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1011.60, F.S. -- District Requirements for the FEFP. Section 1011.61, F.S. -- Definitions. Section 1011.62, F.S. -- FEFP Formula. Section 1011.67, F.S. – Funds for Instructional Materials. Section 1011.68 – Funds for Student Transportation. Section 1011.685 – Class Size Reduction Operating Category Fund. Section 1012.225 – Merit Award Program. Section 1012.71 – Florida Teachers Lead Program Stipend.</p> <p>Ch. 2007-72, L.O.F. -- General Appropriations Act. Ch. 2007-326, L.O.F. – Special Appropriations Act. Ch. 2007-328, L.O.F. – Special Appropriations Act.</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Office of Funding and Finance (850) 245-0405</p>

Florida Education Finance Program (FEFP)

	<p>Florida House of Representatives Policy & Budget Council (850) 488-6204</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council
Supplemental Academic Instruction

Fact Sheet

January 2008

<p>1. What is the Supplemental Academic Instruction (SAI) fund?</p>	<p>In 1999, the Legislature created the SAI fund as part of the A+ Education Plan (Ch. 99-398, L.O.F.). This fund was created to assist districts in providing supplemental instruction to students in kindergarten through grade 12.</p> <p>In 2000, the SAI fund was folded into the Florida Education Finance Program as a separate allocation. The flexible uses for the fund still remain.</p> <p>For Fiscal Year 2007-2008, the Legislature appropriated \$731.3 million for supplemental academic instruction (Specific Appropriation 86, ch. 2007-72, L.O.F., and Specific Appropriations 34-34A, ch. 2007-326, L.O.F.).</p>
<p>2. Why was the fund initially created?</p>	<p>The fund was created for two main reasons: 1) to address requests by school districts for more flexibility, and 2) to provide additional resources to districts to help students gain at least a year's worth of knowledge for each year in school. Before the creation of the SAI fund, districts were given resources for summer school and supplemental instruction with much more tightly controlled and restrictive funds.</p>
<p>3. What funding sources were initially used to create the fund?</p>	<p>In 1999, there were three funding sources that were combined to become a portion of the SAI Fund. These funds were: the K-8 summer school categorical, 9-12 FTE funds for summer school, and the weighted portion of dropout prevention funds.</p>
<p>4. For what purposes can SAI funds be used?</p>	<p>School districts have great flexibility with the use of SAI funds. Districts may use the funds to provide supplemental instruction to any student in any manner at any time during or beyond the school year.</p> <p>Supplemental instruction strategies may include:</p> <ul style="list-style-type: none"> • Modified curriculum. • Reading instruction. • After-school instruction. • Tutoring. • Mentoring. • Class size reduction. • Extension of the school year. • Intensive skills development in summer school. • Other methods.

Supplemental Academic Instruction

<p>5. Has summer school funding been eliminated?</p>	<p>No. SAI funds may still be used to provide summer school. A district has discretion to use SAI funds in any manner and at any time it believes will best provide supplemental instruction for the district's students.</p>
<p>6. Are districts required to use the funds solely for remediation?</p>	<p>No. A district is not required to use the SAI funds solely for remediation.</p> <p>The 2007-08 General Appropriations Act (Specific Appropriation 86, ch. 2007-72, L.O.F) requires that the first priority for the use of these funds is the provision of supplemental intensive instruction for students in grades 3 and 10 who score Level I in FCAT reading or math. Section 1001.42(16)(c), F.S., requires to the extent possible that these funds be used to improve student performance in schools that receive a grade of "D" or "F".</p>
<p>7. What are the applicable statutes?</p>	<p>Section 1011.62(1)(f), F.S. — Supplemental Academic Instruction. Section 1001.42(16)(c)4, F.S. – Powers and duties of district school board.</p> <p>2007 General Appropriations Act, Specific Appropriation 86, ch. 2007-72, L.O.F., and 2007 Special Appropriations Act, Specific Appropriations 34 and 34A, ch. 2007-326, L.O.F.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Office of Funding and Finance Reporting (850) 245-0405</p> <p>Florida House of Representatives Policy & Budget Council (850) 488-1601</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>

Public Schools
Facilities/Capital Outlay



Schools & Learning Council
Public Education Capital Outlay
(PECO) Funds for Public Schools

Fact Sheet

January 2008

<p>1. What is the Public Education Capital Outlay and Debt Service Trust Fund (PECO)?</p>	<p>PECO is a state program that provides funds to school districts from revenue derived from a tax collected on the gross receipts from the sale of utility services. The amount collected each year varies based on economic conditions.</p> <p>There are two types of PECO funds for school districts: (1) PECO maintenance dollars and (2) PECO new construction dollars.</p>																																																																																																																																																																																				
<p>2. How are PECO maintenance dollars distributed to school districts?</p>	<p>PECO maintenance dollars are distributed to school districts by a formula that is based upon the square footage and age of “satisfactory” school facilities within the district.</p> <p>School districts can declare facilities “unsatisfactory;” however, when this is done, these facilities are not used in the calculation for PECO maintenance dollars.</p>																																																																																																																																																																																				
<p>3. What is the recent funding history of PECO monies for the maintenance, repair and renovation of existing public facilities?</p>	<table border="1"> <thead> <tr> <th>School District</th> <th>04-05</th> <th>05-06</th> <th>06-07</th> <th>07-08</th> </tr> </thead> <tbody> <tr><td>Alachua</td><td>\$3,376,659</td><td>\$2,621,255</td><td>\$3,354,304</td><td>\$3,678,193</td></tr> <tr><td>Baker</td><td>\$443,803</td><td>\$340,332</td><td>\$436,006</td><td>\$481,046</td></tr> <tr><td>Bay</td><td>\$2,078,756</td><td>\$1,671,992</td><td>\$2,043,230</td><td>\$2,379,455</td></tr> <tr><td>Bradford</td><td>\$507,859</td><td>\$382,897</td><td>\$504,874</td><td>\$520,041</td></tr> <tr><td>Brevard</td><td>\$5,928,776</td><td>\$4,593,512</td><td>\$5,837,748</td><td>\$7,626,065</td></tr> <tr><td>Broward</td><td>\$16,605,789</td><td>\$13,019,952</td><td>\$16,436,213</td><td>\$18,570,181</td></tr> <tr><td>Calhoun</td><td>\$307,156</td><td>\$238,446</td><td>\$297,068</td><td>\$313,815</td></tr> 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Public Education Capital Outlay (PECO) Funds for Public Schools

	School District	04-05	05-06	06-07	07-08
	Lee	\$4,691,102	\$3,663,014	\$4,532,370	\$5,549,091
	Leon	\$3,368,671	\$2,609,280	\$3,204,804	\$3,402,589
	Levy	\$622,860	\$484,827	\$633,713	\$689,340
	Liberty	\$161,958	\$126,986	\$162,306	\$185,750
	Madison	\$233,529	\$164,515	\$200,263	\$186,196
	Manatee	\$2,570,561	\$2,038,353	\$2,308,778	\$2,893,210
	Marion	\$3,406,354	\$2,606,491	\$3,345,711	\$3,766,443
	Martin	\$1,472,984	\$1,140,092	\$1,386,226	\$1,551,187
	Monroe	\$1,166,229	\$898,004	\$1,157,662	\$994,258
	Nassau	\$860,472	\$663,151	\$866,278	\$969,888
	Okaloosa	\$2,769,012	\$2,132,166	\$2,608,239	\$2,769,136
	Okeechobee	\$613,672	\$475,961	\$606,830	\$647,638
	Orange	\$12,241,731	\$9,538,239	\$12,269,486	\$12,543,214
	Osceola	\$1,875,100	\$1,558,630	\$2,059,611	\$2,451,009
	Palm Beach	\$9,470,636	\$7,075,955	\$8,962,000	\$9,412,297
	Pasco	\$3,778,361	\$2,975,876	\$3,719,897	\$4,255,416
	Pinellas	\$10,921,878	\$8,366,134	\$9,941,127	\$11,100,125
	Polk	\$8,724,048	\$6,739,434	\$8,377,705	\$9,386,951
	Putnam	\$1,451,703	\$1,115,211	\$1,426,017	\$1,542,524
	St. Johns	\$1,461,894	\$1,147,906	\$1,500,490	\$1,708,723
	St. Lucie	\$1,764,004	\$1,374,594	\$1,759,726	\$2,161,878
	Santa Rosa	\$1,558,282	\$1,201,818	\$1,502,486	\$1,685,377
	Sarasota	\$3,589,035	\$2,739,436	\$3,311,786	\$3,753,644
	Seminole	\$3,016,519	\$2,234,546	\$2,870,300	\$3,815,185
	Sumter	\$543,879	\$401,214	\$502,728	\$566,317
	Suwannee	\$527,739	\$411,989	\$542,427	\$579,347
	Taylor	\$433,869	\$299,841	\$364,511	\$391,319
	Union	\$270,043	\$208,098	\$267,454	\$289,550
	Volusia	\$4,577,767	\$3,451,209	\$4,445,286	\$4,353,117
	Wakulla	\$341,714	\$289,759	\$353,773	\$399,243
	Walton	\$475,946	\$398,423	\$495,320	\$534,196
	Washington	\$433,672	\$338,297	\$433,573	\$467,092
	TOTALS	\$194,324,629	\$148,697,630	\$186,394,756	\$209,019,947
4. How are PECO new construction dollars distributed to school districts?	<p>PECO new construction dollars are distributed to school districts using a two-piece formula.</p> <p>Forty percent of PECO new construction dollars are distributed based upon the average student population in the district over the last four years.</p> <p>Sixty percent of PECO new construction dollars are distributed based upon the district's growth over the last four years. District growth is calculated as the difference between the most recent historical enrollment as compared to the highest during the previous three years.</p>				
5. What is the recent funding history of PECO monies for the construction of new public school facilities?	School District	03-04	05-06	06-07	07-08
	Alachua	\$550,627	\$613,697	\$1,802,277	\$2,335,205
	Baker	\$111,531	\$216,070	\$642,569	\$466,170
	Bay	\$724,677	\$1,226,463	\$2,198,823	\$1,577,657
	Bradford	\$180,098	\$76,451	\$163,804	\$235,730
	Brevard	\$2,190,729	\$2,087,689	\$2,691,321	\$3,229,770
	Broward	\$7,722,916	\$6,161,274	\$10,594,524	\$12,481,755
	Calhoun	\$55,974	\$175,706	\$84,805	\$102,132
	Charlotte	\$674,673	\$315,989	\$700,462	\$1,411,468
	Citrus	\$428,352	\$364,656	\$1,571,927	\$3,111,553
	Clay	\$1,621,719	\$1,988,602	\$7,744,075	\$12,639,717
	Collier	\$2,594,878	\$2,566,398	\$8,195,911	\$3,662,101
	Columbia	\$272,538	\$297,004	\$1,056,521	\$516,655
	Dade	\$8,547,337	\$6,644,539	\$14,340,160	\$16,535,048
	DeSoto	\$104,453	\$150,225	\$192,084	\$362,060

Public Education Capital Outlay (PECO) Funds for Public Schools

Dixie	\$38,213	\$39,058	\$127,633	\$200,082
Duval	\$3,063,085	\$2,699,241	\$5,251,479	\$5,730,275
Escambia	\$724,569	\$967,474	\$1,608,359	\$1,956,747
Flagler	\$825,805	\$1,081,998	\$5,391,259	\$9,477,874
Franklin	\$23,851	\$23,700	\$49,443	\$53,387
Gadsden	\$114,793	\$115,276	\$242,763	\$1,064,790
Gilchrist	\$96,301	\$96,202	\$232,267	\$202,818
Glades	\$17,591	\$224,009	\$153,634	\$45,917
Gulf	\$63,720	\$150,204	\$82,779	\$456,326
Hamilton	\$34,689	\$36,391	\$76,426	\$229,303
Hardee	\$248,910	\$267,225	\$309,993	\$764,212
Hendry	\$278,557	\$205,353	\$292,220	\$351,797
Hernando	\$1,021,646	\$1,522,679	\$4,756,122	\$6,812,103
Highlands	\$340,161	\$636,178	\$820,191	\$2,310,115
Hillsborough	\$11,589,090	\$9,790,631	\$29,157,253	\$14,559,540
Holmes	\$57,536	\$73,468	\$252,560	\$151,944
Indian River	\$684,148	\$692,137	\$1,704,432	\$2,171,067
Jackson	\$204,111	\$443,019	\$619,275	\$1,376,294
Jefferson	\$38,639	\$29,392	\$59,005	\$66,943
Lafayette	\$22,134	\$25,179	\$97,999	\$253,606
Lake	\$2,544,152	\$2,446,516	\$5,567,828	\$12,813,605
Lee	\$3,392,118	\$4,347,466	\$15,082,086	\$15,309,952
Leon	\$732,171	\$609,547	\$2,722,737	\$3,370,272
Levy	\$133,886	\$228,811	\$226,550	\$821,966
Liberty	\$38,500	\$54,116	\$303,693	\$216,122
Madison	\$52,152	\$56,099	\$117,854	\$135,928
Manatee	\$1,711,157	\$2,443,964	\$6,998,157	\$2,020,069
Marion	\$1,558,389	\$5,059,384	\$5,003,007	6,664,656
Martin	\$1,191,594	\$454,579	\$1,535,600	\$2,806,140
Monroe	\$158,142	\$158,505	\$344,015	\$339,891
Nassau	\$314,553	\$400,724	\$1,347,689	\$2,143,379
Okaloosa	\$501,576	\$542,162	\$1,437,100	\$1,316,661
Okeechobee	\$158,284	\$206,124	\$477,334	\$850,313
Orange	\$6,014,426	\$10,290,391	\$14,555,629	\$8,333,200
Osceola	\$3,681,454	\$3,191,347	\$7,717,006	\$14,378,672
Palm Beach	\$7,292,911	\$6,777,810	\$7,686,728	\$7,612,280
Pasco	\$3,300,821	\$4,390,550	\$10,335,897	\$15,167,418
Pinellas	\$3,076,017	\$2,818,753	\$5,847,929	\$5,306,800
Polk	\$3,970,169	\$6,043,261	\$16,547,443	\$24,963,291
Putnam	\$239,384	\$291,900	\$469,820	\$547,332
St. Johns	\$2,038,113	\$1,700,637	\$6,562,748	\$10,794,394
St. Lucie	\$1,721,173	\$2,782,348	\$7,109,802	\$21,768,670
Santa Rosa	\$959,425	\$1,076,928	\$1,610,715	\$3,184,074
Sarasota	\$1,545,980	\$4,679,454	\$7,226,850	\$4,206,005
Seminole	\$2,288,825	\$2,948,212	\$4,854,277	\$2,929,596
Sumter	\$150,395	\$143,805	\$263,752	\$252,729
Suwannee	\$113,073	\$107,740	\$584,862	\$875,762
Taylor	\$70,549	\$73,462	\$155,775	\$166,428
Union	\$36,123	\$49,464	\$302,007	\$260,781
Volusia	\$1,984,002	\$2,270,330	\$3,950,276	\$4,683,994
Wakulla	\$100,976	\$644,022	\$525,167	\$1,454,202
Walton	\$364,541	\$267,489	\$1,027,943	\$512,591
Washington	\$144,393	\$218,948	\$447,627	\$628,890
TOTALS	\$96,847,475	\$109,778,425	\$242,210,258	\$283,798,224

Due to a PECO revenue decline, the 2004 Legislature did not appropriate PECO dollars for new construction in 2004-05.

6. What are the applicable statutes?

Section 9(a)(2), Art. XII of the State Constitution -- PECO.

Sections 1013.64(1) and (3), F.S. -- PECO (maintenance, repair, renovation and new construction).

Section 1013.65, F.S. -- Allocation of PECO Funds.

7. Where can I get additional information?

Florida Department of Education
Office of Educational Facilities
(850) 245-0494
www.firn.edu/doe/edfacil

Florida House of Representatives

Public Education Capital Outlay (PECO) Funds for Public Schools

	<p>Policy & Budget Council (850) 488-1601</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council
Capital Outlay & Debt Service
(CO&DS) Fund for Public Schools

Fact Sheet

January 2008

<p>1. What is the Capital Outlay & Debt Service Fund (CO&DS)?</p>	<p>CO&DS is another major state source of capital outlay revenue available to local school districts. This revenue is derived from proceeds from the first sale of motor vehicle license tags.</p> <p>CO&DS funds are provided to school districts in two ways: (1) as net bond proceeds, and/or (2) as direct cash payments.</p> <p>Districts may elect to participate in the annual bond sale. Participation will impact the amount of direct cash payments due to an increased debt service obligation.</p>								
<p>2. What is the recent school district funding history of CO&DS monies derived from net bond proceeds?</p>	<p>During the 2006-2007 fiscal year, \$34.6 million in CO&DS funds derived from net bond proceeds solely financed school district construction needs. The table below illustrates school district funding for the last four fiscal years.</p> <table border="1" data-bbox="678 1018 1463 1081"> <thead> <tr> <th>2003-2004</th> <th>2004-2005</th> <th>2005-2006</th> <th>2006-2007</th> </tr> </thead> <tbody> <tr> <td>\$21.4 million</td> <td>\$19.9 million</td> <td>\$16.7 million</td> <td>\$17.3 million</td> </tr> </tbody> </table> <p>Fluctuations in total amounts are caused by school and community college participation levels and bonding capacity.</p>	2003-2004	2004-2005	2005-2006	2006-2007	\$21.4 million	\$19.9 million	\$16.7 million	\$17.3 million
2003-2004	2004-2005	2005-2006	2006-2007						
\$21.4 million	\$19.9 million	\$16.7 million	\$17.3 million						
<p>3. What is the recent funding history of CO&DS monies provided to school districts as direct cash payments?</p>	<p>During the 2006-2007 fiscal year, \$17.3 million in CO&DS funds, in the form of direct cash payments to school districts, partially financed their school construction needs. The table below illustrates school district funding for the last four fiscal years.</p> <table border="1" data-bbox="678 1381 1463 1444"> <thead> <tr> <th>2003-2004</th> <th>2004-2005</th> <th>2005-2006</th> <th>2006-2007</th> </tr> </thead> <tbody> <tr> <td>\$14.2 million</td> <td>\$16.3 million</td> <td>\$16.7 million</td> <td>\$17.3 million</td> </tr> </tbody> </table>	2003-2004	2004-2005	2005-2006	2006-2007	\$14.2 million	\$16.3 million	\$16.7 million	\$17.3 million
2003-2004	2004-2005	2005-2006	2006-2007						
\$14.2 million	\$16.3 million	\$16.7 million	\$17.3 million						
<p>4. For what purposes can CO&DS monies be used?</p>	<p>According to Section 9(d), Art. XII of the State Constitution, CO&DS funds must be used to acquire, build, construct, alter, remodel, improve, enlarge, furnish, equip, maintain, renovate, or repair school district capital outlay projects that have been approved by the school board pursuant to the most recent educational plant survey.</p>								
<p>5. What are the applicable statutes and rules?</p>	<p>Section 9(d), Art. XII of the State Constitution -- CO&DS. Section 320.20, F.S. -- Disposition of License Tax Moneys. Section 1013.35, F.S. -- School District Educational Facilities Plan. Section 1013.69, F.S. -- Full Bonding Required to Participate in Programs.</p>								

Capital Outlay & Debt Service (CO&DS) Fund for Public Schools

	<p>Florida Department of Education "State Requirements for Educational Facilities," Volume 1, Chapters 1 and 2, January 2000</p> <p>Rule 6A-2.0010, F.A.C. -- Educational Facilities.</p>
6. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 http://www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Policy & Budget Council (850) 488-1601</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Special Facility Construction
Account

Fact Sheet

January 2008

<p>1. What is the Special Facility Construction Account?</p>	<p>The Special Facility Construction Account is funded with Public Education Capital Outlay (PECO) dollars and provides construction funds to school districts that have urgent construction needs but lack sufficient resources <u>and</u> cannot reasonably anticipate sufficient resources within three years in order to fund these construction needs.</p> <p>Typically, small, rural school districts qualify for this funding because their property tax values are too low to fund a new construction project.</p>
<p>2. Are there limits on the number of construction projects a school district may receive funding for from the Special Facility Construction Account?</p>	<p>Yes. A school district is not eligible to receive funding from the Special Facility Construction Account for more than one construction project during any three-year period.</p>
<p>3. Does a school district have to meet certain criteria in order to receive funds from the Special Facility Construction Account?</p>	<p>Yes. A school district must meet several criteria in order to receive funds from the Special Facility Construction Account, including:</p> <ul style="list-style-type: none"> • The construction project must be deemed a critical need and must be recommended for funding by the Special Facility Construction Committee. • The construction project must be recommended in the most recent educational plant survey. • The construction project must appear on the district's approved project priority list. • The school board must have adopted a facilities list for the project that is in accordance with the State Requirements for Educational Facilities. • The school board must sign an agreement that it will advertise for bids within 30 days of receipt of its encumbrance authorization. • A contract must be signed 90 days after the advertising of bids, unless an additional 90 days has been granted by the Commissioner of Education. • The total cost per student station of the facility under construction must not exceed the cost per student station prescribed in law and adjusted annually by the Consumer Price Index (approximately \$18,323 per elementary school student station; \$19,787 per middle school student station; \$25,702 per high school student station as of January 2007). • The school district must levy two mills against its

Special Facility Construction Account

	<p>nonexempt assessed property value and pledge 1.5 mills for three years toward the project; OR the district may pledge the equivalent amount of voter approved half-cent sales tax revenue to the project.</p> <ul style="list-style-type: none"> • The school district must have the Department of Education certify the school district's inability to fund the survey recommended construction project over a continuous three-year period using projected capital outlay revenue. • The district must adopt a resolution acknowledging its three year commitment of all unencumbered and future 1.5 mill, PECO and CO&DS revenue. • Final phase III must be certified by the school board as complete and in compliance with the building and life safety codes prior to August 1. 												
<p>4. What is the history of the Special Facility Construction Account?</p>	<p>Since the 1981-1982 fiscal year, the Department of Education reports that the Special Facility Construction Account has funded 64 separate school district construction projects totaling over \$830.1 million. Approximately 68% of the total amount has been funded by the state, while approximately 32% of the total amount has been funded by local school districts.</p>												
<p>5. Did the Legislature appropriate funds from the Special Facility Construction Account for the 2007-2008 fiscal year?</p>	<p>Yes. The Legislature appropriated \$24.9 million from the Special Facility Construction Account in order to fund three school district construction projects during the 2007-2008 fiscal year:</p> <table border="1" data-bbox="678 1150 1463 1312"> <thead> <tr> <th>School District</th> <th>Amount of Funds</th> <th>Type of New School to be Built</th> </tr> </thead> <tbody> <tr> <td>Franklin County</td> <td>\$11,000,000</td> <td>K-12 School</td> </tr> <tr> <td>Levy County</td> <td>\$200,000</td> <td>6-12 School</td> </tr> <tr> <td>Wakulla County</td> <td>\$13,794,701</td> <td>Pre-K-5 School</td> </tr> </tbody> </table>	School District	Amount of Funds	Type of New School to be Built	Franklin County	\$11,000,000	K-12 School	Levy County	\$200,000	6-12 School	Wakulla County	\$13,794,701	Pre-K-5 School
School District	Amount of Funds	Type of New School to be Built											
Franklin County	\$11,000,000	K-12 School											
Levy County	\$200,000	6-12 School											
Wakulla County	\$13,794,701	Pre-K-5 School											
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1013.64(2), F.S. -- Special Facility Construction Account.</p> <p>Florida Department of Education "State Requirements for Educational Facilities," Volume 1, Chapter 2, January 2000.</p>												
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities, (850) 245-0494 http://www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Policy & Budget Council (850) 488-1601</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>												



Schools and Learning Council
Classrooms First Program

Fact Sheet

January 2008

<p>1. What is the Classrooms First Lottery Bond Program?</p>	<p>As part of the SMART Schools Act of 1997, the Legislature established a 20-year lottery-bonding program (Classrooms First) designed to provide approximately \$2 billion in bonded lottery funds to school districts for the construction of permanent classrooms.</p> <p>All 67 school districts receive a portion of these funds based upon a modified PECO distribution formula.</p> <p>Under this program, school districts were required to build permanent classrooms first. The intent of this program is to fund new student stations. <i>After</i> a school district has met its need for new classroom space, these funds may be used for major repairs, the renovation or remodeling of existing facilities, or the replacement of relocatables with permanent classrooms. The funds were <i>not</i> authorized for the purchase of more relocatables.</p>
<p>2. How do school districts receive these dollars?</p>	<p>When the Classrooms First Program was initiated, school districts elected to receive these dollars as annual cash payments or as bond proceeds. The only way for a school district to receive these funds as annual cash payments was for the school board and superintendent to certify to the Commissioner of Education that they had no need for additional new classrooms. Six school districts (Calhoun, Flagler, Franklin, Glades, Jefferson, and Taylor) certified that they had no need for new classrooms and are receiving these funds as cash payments.</p>
<p>3. How much Classrooms First funding has been provided to school districts since the 1997 Special Session?</p>	<p>The program is almost completed. As of June 30, 2007, over \$1.9 billion in Classrooms First awards have been disbursed to school districts.</p>
<p>4. What are the applicable statutes?</p>	<p>Section 24.121(2), F.S. -- Allocation of lottery revenues and expenditure of funds for public education.</p> <p>Section 1013.68, F.S. -- Classrooms First Program.</p>
<p>5. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494</p> <p>Florida House of Representatives Schools and Learning Council (850)488-7451</p>



Schools & Learning Council
Two-Mill Money

Fact Sheet

January 2008

<p>1. What is “two-mill” money?</p>	<p>“Two-mill” money is a statutorily authorized discretionary levy of ad valorem property tax that districts may levy <u>without</u> voter approval.</p> <p>A district may bond up to 75% of its two-mill money to purchase certificates of participation (COPS) – a type of construction debt instrument used to finance school construction.</p>																																				
<p>2. What is a “mill”?</p>	<p>One mill represents a 1/1000 (.001) tax on property.</p> <p>In other words, a one-mill levy provides \$1 in tax revenue for every \$1,000 in taxable property.</p> <p>One mill levied against property valued at \$100,000 would generate \$100 in property tax revenue.</p>																																				
<p>3. Do all school districts levy the full two mills of ad valorem property taxes in order to raise local capital outlay revenues?</p>	<p>No. School districts have the option, but are not required, to levy up to two mills of ad valorem property taxes in order to raise local capital outlay revenues.</p> <p>In the 2007-2008 fiscal year, 52 districts levied the full two mills, 13 districts levied between 0.400 and 1.938 mills, and 2 districts did not have a two mill levy.</p>																																				
<p>4. Which districts do not levy the full two mills?</p>	<p>The following districts did not levy the full two mills during the 2007-2008 fiscal year: Bay, DeSoto, Gulf, Madison, Monroe, Nassau, Okaloosa, Orange, Pasco, Pinellas, Santa Rosa, Sumter, and Walton. The following districts did not have a two mill levy: Holmes and Jackson.</p> <p>The table below summarizes the estimated amount of revenue generated by school districts that levied up to two mills of ad valorem property taxes for the 2005-2006 fiscal year.</p> <table border="1" data-bbox="675 1524 1464 1919"> <thead> <tr> <th>School District</th> <th>2007-08 Actual Mills Levied</th> <th>2007-2008 Estimated Revenue (\$) from Mills Levied</th> </tr> </thead> <tbody> <tr> <td>Alachua</td> <td>2.000</td> <td>24,411,669</td> </tr> <tr> <td>Baker</td> <td>2.000</td> <td>1,572,127</td> </tr> <tr> <td>Bay</td> <td>1.000</td> <td>18,184,061</td> </tr> <tr> <td>Bradford</td> <td>2.000</td> <td>1,717,421</td> </tr> <tr> <td>Brevard</td> <td>2.000</td> <td>77,862,713</td> </tr> <tr> <td>Broward</td> <td>2.000</td> <td>336,386,172</td> </tr> <tr> <td>Calhoun</td> <td>2.000</td> <td>705,189</td> </tr> <tr> <td>Charlotte</td> <td>2.000</td> <td>44,992,249</td> </tr> <tr> <td>Citrus</td> <td>2.000</td> <td>23,538,861</td> </tr> <tr> <td>Clay</td> <td>2.000</td> <td>20,260,499</td> </tr> <tr> <td>Collier</td> <td>2.000</td> <td>157,420,206</td> </tr> </tbody> </table>	School District	2007-08 Actual Mills Levied	2007-2008 Estimated Revenue (\$) from Mills Levied	Alachua	2.000	24,411,669	Baker	2.000	1,572,127	Bay	1.000	18,184,061	Bradford	2.000	1,717,421	Brevard	2.000	77,862,713	Broward	2.000	336,386,172	Calhoun	2.000	705,189	Charlotte	2.000	44,992,249	Citrus	2.000	23,538,861	Clay	2.000	20,260,499	Collier	2.000	157,420,206
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Two-Mill Money

	School District	2007-2008 Actual Mills Levied	2007-2008 Estimated Revenue (\$) from Mills Levied
	Columbia	2.000	5,042,481
	DeSoto	1.500	2,64,523
	Dixie	2.000	1,237,735
	Duval	2.000	116,298,420
	Escambia	2.000	30,297,924
	Flagler	2.000	23,430,000
	Franklin	2.000	7,815,449
	Gadsden	2.000	2,736,173
	Gilchrist	2.000	1,332,708
	Glades	2.000	1,413,675
	Gulf	0.400	1,042,481
	Hamilton	2.000	1,365,930
	Hardee	2.000	3,373,576
	Hendry	2.000	5,382,303
	Hernando	2.000	21,579,306
	Highlands	2.000	13,004,542
	Hillsborough	2.000	167,262,877
	Holmes	0.000	0
	Indian River	2.000	34,999,136
	Jackson	0.000	0
	Jefferson	2.000	1,168,317
	Lafayette	2.000	458,819
	Lake	2.000	42,804,928
	Lee	2.000	183,723,928
	Leon	2.000	31,162,873
	Levy	2.000	4,639,219
	Liberty	2.000	503,719
	Madison	0.640	442,570
	Manatee	2.000	65,604,083
	Marion	2.000	42,584,007
	Martin	2.000	43,236,452
	Miami-Dade	2.000	470,142,359
	Monroe	0.500	13,775,332
	Nassau	1.810	14,398,136
	Okaloosa	1.938	34,943,128
	Okeechobee	2.000	4,769,766
	Orange	1.500	153,512,782
	Osceola	2.000	50,451,704
	Palm Beach	2.000	323,435,359
	Pasco	1.500	42,363,888
	Pinellas	1.850	140,902,021
	Polk	2.000	67,179,518
	Putnam	2.000	7,937,483
	St. Johns	2.000	46,900,764
	St. Lucie	2.000	48,843,009
	Santa Rosa	1.400	12,572,709
	Sarasota	2.000	119,101,977
	Seminole	2.000	64,081,232
	Sumter	1.880	10,313,642
	Suwannee	2.000	3,310,228
	Taylor	2.000	2,646,676
	Union	2.000	469,170
	Volusia	2.000	78,482,976
	Wakulla	2.000	2,990,125
	Walton	1.301	21,814,498

Two-Mill Money

	Washington	2.000	2,093,536
	TOTALS		3,301,041,996
5. How much revenue will two-mill money generate during the 2007-2008 fiscal year?	In the 2007-2008 fiscal year, the statewide levy of two-mill money will provide an estimated \$3.3 billion in local capital outlay revenues to school districts.		
6. For what purposes can two-mill revenue be used?	<p>Two-mill money can only be used for:</p> <ul style="list-style-type: none"> • Construction, renovation, remodeling, maintenance, and repair of school facilities. • Purchase, lease, or lease-purchase of equipment, educational facilities, and construction materials directly related to the delivery of student instruction. • Rental or lease of existing buildings or for conversion of these buildings for use as educational facilities. • Opening day collection for library media center of a new school. • Purchase, lease, or lease-purchase of school buses; or • Servicing payments related to Certificates of Participation issued for any purpose prior to 1997. <p>A school board may use two-mill money for certain other costs, provided the school district has received an unqualified opinion on its financial statements for the preceding 3 years, has no material weaknesses or instances of material noncompliance noted in an audit for the preceding 3 years, and certifies to the Commissioner of Education that all of the district's instructional space needs for the next 5 years can be met from capital outlay sources that the district reasonably expects to receive during the next 5 years or from alternative scheduling of construction, leasing, rezoning, or technological methodologies that exhibit sound management. These costs include:</p> <ul style="list-style-type: none"> • Drivers' education vehicles, motor vehicles used for the maintenance or operation of plants and equipment, security vehicles, or vehicles used in storing or distributing materials and equipment. • Payment of the cost of premiums for property and casualty insurance necessary to insure school district educational and ancillary plants (operating revenues that are made available through the payment of property and casualty insurance premiums may be expended only for nonrecurring operational expenditures of the school district). 		
7. Can voters have a portion of their property taxes reduced if they approve a local sales tax surcharge	Yes. Voters may approve a ½ cent sales tax surcharge in order to raise capital outlay revenues and the school board may pass a resolution to include a covenant to reduce the two mill levy while the ½ cent sales tax surcharge is in		

Two-Mill Money

<p>through a referendum?</p>	<p>effect. (Refer to School Capital Outlay Surtax Fact Sheet.)</p> <p>For example, in September 2002, Orange County voters approved the levy of a ½ cent sales surtax for 13 years in order to raise capital outlay revenues under the condition that a ½ mill of ad valorem property taxes is reduced while the ½ cent sales tax surcharge is in effect.</p>
<p>8. What are the applicable statutes?</p>	<p>Section 1011.71(2), F.S. -- Non-Voted Two-Mill Levy of Ad Valorem Property Taxes. Section 1011.71(5)(a), F.S. -- Uses for two-mill money. Section 1011.71(5)(b), F.S. -- Schedule for use of two-mill money in capital budget. Section 1011.715, F.S. -- Resolution regarding school capital outlay surcharge.</p>
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Policy & Budget Council (850) 488-1601</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
School Capital Outlay Surtax
(half-cent sales tax)

Fact Sheet

January 2008

<p>1. What is the half-cent sales tax?</p>	<p>Section 212.055(6), F.S., provides for the School Capital Outlay Surtax – more commonly known as the school half-cent sales tax. This tax may be levied by a school board after a favorable vote of the electorate through a local referendum and may not exceed .5%.</p>																																																																																
<p>2. How many school districts have held local referendums in order to assess a half-cent sales tax?</p>	<p>According to the most recent information available, 19 school districts have held local referendums in order to assess a local sales surtax that is used to raise capital outlay revenues. The table below identifies the school districts that have held local referendums, results of the referendums, and amounts of surtaxes that were considered through the referendums.</p> <table border="1" data-bbox="695 856 1461 1497"> <thead> <tr> <th>School District</th> <th>Result of Referendum</th> <th>Amount of Potential Surtax</th> <th>Estimated Revenue 2007-2008</th> </tr> </thead> <tbody> <tr><td>Bay</td><td>Passed (1998)</td><td>.5 percent</td><td>\$12.5 million</td></tr> <tr><td>DeSoto</td><td>Failed (1995)</td><td>.5 percent</td><td></td></tr> <tr><td>Escambia</td><td>Passed (1997)</td><td>.5 percent</td><td>\$19.8 million</td></tr> <tr><td>Gulf</td><td>Passed (1996)</td><td>.5 percent</td><td>\$0.6 million</td></tr> <tr><td>Hernando</td><td>Passed (1998)</td><td>.5 percent</td><td>\$14.3 million</td></tr> <tr><td>Hillsborough</td><td>Failed (1995)</td><td>.5 percent</td><td></td></tr> <tr><td>Jackson</td><td>Passed (1996)</td><td>.5 percent</td><td>\$1.9 million</td></tr> <tr><td>Lake</td><td>Failed (1999)</td><td>.5 percent</td><td></td></tr> <tr><td>Leon</td><td>Passed (2002)</td><td>.5 percent</td><td>\$20 million</td></tr> <tr><td>Manatee</td><td>Passed (2002)</td><td>.5 percent</td><td>\$24 million</td></tr> <tr><td>Marion</td><td>Passed (2005)</td><td>.5 percent</td><td>\$22.1 million</td></tr> <tr><td>Monroe</td><td>Passed (1995)</td><td>.5 percent</td><td>\$13.2 million</td></tr> <tr><td>Orange</td><td>Passed (2002)</td><td>.5 percent</td><td>\$183.5 million</td></tr> <tr><td>Palm Beach</td><td>Passed (2005)</td><td>.5 percent</td><td>\$114 million</td></tr> <tr><td>Polk</td><td>Passed (2003)</td><td>.5 percent</td><td>\$36 million</td></tr> <tr><td>Santa Rosa</td><td>Passed (1997)</td><td>.5 percent</td><td>\$6.3 million</td></tr> <tr><td>St. Lucie</td><td>Passed (1996)</td><td>.5 percent</td><td>\$10 million</td></tr> <tr><td>Volusia</td><td>Passed (2001)</td><td>.5 percent</td><td>\$37.3 million</td></tr> <tr><td>TOTAL</td><td></td><td></td><td>\$515 million</td></tr> </tbody> </table> <p>Overall, the voters in 15 school districts have approved local referendums in order to assess a half-cent local sales surtax that is used to raise capital outlay revenues.</p>	School District	Result of Referendum	Amount of Potential Surtax	Estimated Revenue 2007-2008	Bay	Passed (1998)	.5 percent	\$12.5 million	DeSoto	Failed (1995)	.5 percent		Escambia	Passed (1997)	.5 percent	\$19.8 million	Gulf	Passed (1996)	.5 percent	\$0.6 million	Hernando	Passed (1998)	.5 percent	\$14.3 million	Hillsborough	Failed (1995)	.5 percent		Jackson	Passed (1996)	.5 percent	\$1.9 million	Lake	Failed (1999)	.5 percent		Leon	Passed (2002)	.5 percent	\$20 million	Manatee	Passed (2002)	.5 percent	\$24 million	Marion	Passed (2005)	.5 percent	\$22.1 million	Monroe	Passed (1995)	.5 percent	\$13.2 million	Orange	Passed (2002)	.5 percent	\$183.5 million	Palm Beach	Passed (2005)	.5 percent	\$114 million	Polk	Passed (2003)	.5 percent	\$36 million	Santa Rosa	Passed (1997)	.5 percent	\$6.3 million	St. Lucie	Passed (1996)	.5 percent	\$10 million	Volusia	Passed (2001)	.5 percent	\$37.3 million	TOTAL			\$515 million
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<p>3. For what purposes can half-cent sales tax revenues be used?</p>	<p>According to s. 212.055(6), F.S., half-cent sales tax revenues can be used for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses that have a useful life expectancy of five or more years, and any land acquisition, land improvement, design, and engineering costs associated with such facilities and campuses.</p>																																																																																

School Capital Outlay Surtax

<p>4. Can voters approve a half-cent sales tax surcharge under the condition that a portion of their property taxes is reduced?</p>	<p>Yes. Under current law, local voters have the option of approving a half-cent sales tax surcharge in order to raise capital outlay revenues under the condition that a portion of the two mills of ad valorem property taxes used for capital outlay is reduced while the ½ cent sales tax surcharge is in effect. (Refer to Two-Mill Money Fact Sheet.)</p> <p>For example, in September 2002, Orange County voters approved the levy of a half-cent sales surtax for 13 years in order to raise capital outlay revenues under the condition that a half-mill of ad valorem property taxes is reduced while the half-cent sales tax surcharge is in effect.</p>
<p>5. What are the applicable statutes?</p>	<p>Section 212.055(6), F.S. -- School Capital Outlay Surtax. Section 1011.715, F.S. -- Resolution regarding school capital outlay surcharge.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Policy & Budget Council (850) 488-1601</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Local Government Infrastructure Surtax

Fact Sheet

January 2008

<p>1. What is the Local Government Infrastructure Surtax?</p>	<p>Section 212.055(2), F.S., provides for the Local Government Infrastructure Surtax. The governing authority in each county may levy this .5% or 1% sales tax after a favorable vote of the electorate through a local referendum. School districts may participate in the tax proceeds with the consent of the county governing authority.</p>																																																																								
<p>2. How many counties have held local referendums in order to assess a local government infrastructure surtax in which a portion of the funds is to be used for school construction?</p>	<p>According to the most recent information available, twenty-two counties have held local referendums since 1986 in order to assess a local government infrastructure sales surtax that is partially used to raise school capital outlay revenues. The table below identifies the counties that have held local referendums, results of the referendums, and the estimated funds that will be received in 2006-2007.</p> <table border="1" data-bbox="678 869 1461 1621"> <thead> <tr> <th>School District</th> <th>Result of Referendum</th> <th>Estimated 2006-2007 Receipt</th> </tr> </thead> <tbody> <tr><td>Broward County</td><td>Failed (1995)</td><td></td></tr> <tr><td>Charlotte County</td><td>Passed (1995)</td><td>\$22.4 million</td></tr> <tr><td>Clay County</td><td>Passed (1998)</td><td>\$1.7 million</td></tr> <tr><td>Escambia County</td><td>Passed (1992)</td><td>\$31 million</td></tr> <tr><td>Flagler County</td><td>Passed (2003)</td><td>\$2.5 million</td></tr> <tr><td>Glades County</td><td>Passed (1992)</td><td>\$0.4 million</td></tr> <tr><td>Highlands County</td><td>Passed (1989)</td><td>\$8.75 million</td></tr> <tr><td>Hillsborough County</td><td>Passed (1996)</td><td>\$27 million</td></tr> <tr><td>Indian River County</td><td>Passed (1989)</td><td>\$3.1 million</td></tr> <tr><td>Lake County</td><td>Passed (2001)</td><td>\$11.5 million</td></tr> <tr><td>Leon County</td><td>Passed (1989)</td><td>\$4 million</td></tr> <tr><td>Martin County</td><td>Passed (1996)</td><td>\$16.8 million</td></tr> <tr><td>Monroe County</td><td>Passed (1989)</td><td>\$15.8 million</td></tr> <tr><td>Okaloosa County</td><td>Passed (1995)</td><td>Expired in 1999</td></tr> <tr><td>Osceola County</td><td>Passed (1999)</td><td>\$10.3 million</td></tr> <tr><td>Pasco County</td><td>Passed (2004)</td><td>\$21 million</td></tr> <tr><td>Pinellas County</td><td>Passed (1989)</td><td>school share expired in 2006</td></tr> <tr><td>Putnam County</td><td>Passed (2003)</td><td>\$5.6 million</td></tr> <tr><td>Sarasota County</td><td>Passed (1989)</td><td>\$16.5 million</td></tr> <tr><td>Seminole County</td><td>Passed (1991)</td><td>\$18.6 million</td></tr> <tr><td>Taylor County</td><td>Passed (1999)</td><td>\$2.2 million</td></tr> <tr><td>Wakulla County</td><td>Passed (1987)</td><td>\$2.1 million</td></tr> <tr><td>TOTAL</td><td></td><td>\$221.25 million</td></tr> </tbody> </table> <p>Overall, twenty-one counties have approved local referendums in order to assess a local government infrastructure sales surtax that is used to raise capital outlay revenues.</p>	School District	Result of Referendum	Estimated 2006-2007 Receipt	Broward County	Failed (1995)		Charlotte County	Passed (1995)	\$22.4 million	Clay County	Passed (1998)	\$1.7 million	Escambia County	Passed (1992)	\$31 million	Flagler County	Passed (2003)	\$2.5 million	Glades County	Passed (1992)	\$0.4 million	Highlands County	Passed (1989)	\$8.75 million	Hillsborough County	Passed (1996)	\$27 million	Indian River County	Passed (1989)	\$3.1 million	Lake County	Passed (2001)	\$11.5 million	Leon County	Passed (1989)	\$4 million	Martin County	Passed (1996)	\$16.8 million	Monroe County	Passed (1989)	\$15.8 million	Okaloosa County	Passed (1995)	Expired in 1999	Osceola County	Passed (1999)	\$10.3 million	Pasco County	Passed (2004)	\$21 million	Pinellas County	Passed (1989)	school share expired in 2006	Putnam County	Passed (2003)	\$5.6 million	Sarasota County	Passed (1989)	\$16.5 million	Seminole County	Passed (1991)	\$18.6 million	Taylor County	Passed (1999)	\$2.2 million	Wakulla County	Passed (1987)	\$2.1 million	TOTAL		\$221.25 million
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<p>3. For what purposes may the local government infrastructure tax</p>	<p>Section 212.055(2), F.S., provides that a county may distribute proceeds of the revenues generated from the local government infrastructure sales surtax to the school district for any fixed capital expenditure or fixed capital</p>																																																																								

Local Government Infrastructure Surtax

revenues be used?	outlay costs associated with the construction, reconstruction, or improvement of public facilities that have a life expectancy of five or more years, and any land acquisition, land improvement, design, and engineering costs associated with such public facilities.
4. What are the applicable statutes?	Section 212.055(2), F.S. -- Local Government Infrastructure Surtax.
5. Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil Florida House of Representatives Policy & Budget Council (850) 488-1601 Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council
Bond Referendum

Fact Sheet

January 2008

<p>1. What is a bond referendum?</p>	<p>A bond referendum is a school district election that allows the voters to decide whether or not the school district should issue bonds for the purpose of generating school capital outlay funds. Bonds are repaid with property tax revenues.</p>																																																															
<p>2. How many school districts have approved local bond referendums in order to fund school district capital outlay needs?</p>	<p>Since the 1985-1986 fiscal year, 19 school districts have approved local bond referendums in order to fund school district capital outlay needs. The table below provides a general summary of the school districts that have approved local bond referendums.</p> <table border="1" data-bbox="678 804 1461 1444"> <thead> <tr> <th>School District</th> <th>Fiscal Year</th> <th>Amount of Bonds</th> </tr> </thead> <tbody> <tr><td>Alachua County</td><td>1988-1989</td><td>\$100.0 million</td></tr> <tr><td>Broward County</td><td>1986-1987</td><td>\$317.0 million</td></tr> <tr><td>Charlotte County</td><td>1987-1988</td><td>\$37.0 million</td></tr> <tr><td>Duval County</td><td>1986-1987</td><td>\$199.0 million</td></tr> <tr><td>Flagler County</td><td>1988-1989</td><td>\$19.3 million</td></tr> <tr><td>Hernando County</td><td>1987-1988</td><td>\$44.0 million</td></tr> <tr><td>Indian River County</td><td>1990-1991</td><td>\$61.4 million</td></tr> <tr><td>Leon County</td><td>1987-1988</td><td>\$86.1 million</td></tr> <tr><td>Marion County</td><td>1986-1987</td><td>\$60.0 million</td></tr> <tr><td>Miami-Dade County</td><td>1987-1988</td><td>\$980.0 million</td></tr> <tr><td>Osceola County</td><td>1986-1987</td><td>\$40.7 million</td></tr> <tr><td>Palm Beach County</td><td>1986-1987</td><td>\$317.0 million</td></tr> <tr><td>Pasco County</td><td>1986-1987</td><td>\$62.0 million</td></tr> <tr><td>Putnam County</td><td>1986-1987</td><td>\$22.0 million</td></tr> <tr><td>St. Johns County</td><td>1988-1989</td><td>\$47.0 million</td></tr> <tr><td>St. Lucie County</td><td>1995-1996</td><td>\$60.0 million</td></tr> <tr><td>Seminole County</td><td>1985-1986</td><td>\$105.0 million</td></tr> <tr><td>Volusia County</td><td>1985-1986</td><td>\$112.0 million</td></tr> <tr><td>Wakulla County</td><td>1994-1995</td><td>\$8.0 million</td></tr> <tr><td>TOTAL</td><td></td><td>\$2.68 billion</td></tr> </tbody> </table> <p>Overall, the bonds issued total \$2.68 billion in net proceeds used to fund school district capital outlay needs.</p>	School District	Fiscal Year	Amount of Bonds	Alachua County	1988-1989	\$100.0 million	Broward County	1986-1987	\$317.0 million	Charlotte County	1987-1988	\$37.0 million	Duval County	1986-1987	\$199.0 million	Flagler County	1988-1989	\$19.3 million	Hernando County	1987-1988	\$44.0 million	Indian River County	1990-1991	\$61.4 million	Leon County	1987-1988	\$86.1 million	Marion County	1986-1987	\$60.0 million	Miami-Dade County	1987-1988	\$980.0 million	Osceola County	1986-1987	\$40.7 million	Palm Beach County	1986-1987	\$317.0 million	Pasco County	1986-1987	\$62.0 million	Putnam County	1986-1987	\$22.0 million	St. Johns County	1988-1989	\$47.0 million	St. Lucie County	1995-1996	\$60.0 million	Seminole County	1985-1986	\$105.0 million	Volusia County	1985-1986	\$112.0 million	Wakulla County	1994-1995	\$8.0 million	TOTAL		\$2.68 billion
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<p>3. For what purposes can bond referendum revenues be used?</p>	<p>Current law authorizes school boards to propose the issuance of bonds for the purpose of acquiring, building, enlarging, furnishing, or improving buildings or school grounds of the public schools within their school districts. School boards are required to submit a resolution to the Department of Education (DOE) specifying the amount and use of the funds that would be generated from the issuance of bonds. If the DOE approves the resolution, the school board is authorized to hold a bond referendum election.</p>																																																															

Bond Referendum

4. What are the applicable statutes?	Sections 1010.40-1010.59, F.S. -- School District Bonds.
5. Where can I get additional information?	Florida Department of Education Office of Educational Facilities (850) 245-0494 Florida House of Representatives Policy & Budget Council (850) 488-1601 Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council
School Concurrency

Fact Sheet

January 2008

<p>1. What is concurrency?</p>	<p>Concurrency is a growth management procedure designed to have necessary public facilities and services available concurrent with the impacts of development.</p>
<p>2. How does Florida’s growth management policy coordinate with the planning of educational facilities?</p>	<p>Under 2005 Growth Management legislation (Ch. 2005-290, L.O.F.), county governments must adopt school concurrency by December 2008. The purpose for concurrency is to require the coordination of planning between district school boards and local governing bodies so that public educational facilities are facilitated and coordinated in time and place with plans for residential development.</p>
<p>3. What role does local government play in the planning process for educational facilities?</p>	<p>All planning for school concurrency must be adopted and approved by each county and all municipalities that are located in that county unless they are eligible for a waiver or an exemption. The local planning agency prepares a comprehensive plan for the governing body to adopt. The comprehensive plan, which is intended to guide local governments in their land use decision-making, is required by law to include certain elements.</p> <p>Provisions in the 2005 Growth Management legislation that affect educational facilities and elements of the comprehensive plan include the following requirements specifying that local governments must:</p> <ul style="list-style-type: none"> • Adopt a Public Schools Facilities Element into its comprehensive plan. • Update existing public school interlocal agreements and the Intergovernmental Coordination Element of the comprehensive plan to include coordinated procedures for implementing school concurrency. • Establish a financially feasible Public Schools Capital Facilities Program and adopt level-of-service standards that establish maximum permissible school utilization rates. The program and the rates must be included in an amended Capital Improvements Element of the comprehensive plan. <p>“Financial feasibility” means that committed financing for capital improvements to school facilities must be currently available for the first three years, or will be available for years four and five, of a five-year capital improvement schedule. In 2007, the Legislature adopted legislation (Ch. 2007-204, L.O.F.), which provides that a school district may instead use a period of 10 or 15 years if it has adopted a</p>

School Concurrency

	<p>long-term transportation and school concurrency management system. This legislation further:</p> <ul style="list-style-type: none"> • Provided that a comprehensive plan will satisfy the financial feasibility requirement for school facilities, even if level-of-service standards are not met in a particular year, as long as these standards are met by the end of the planning period used in the capital improvement schedule. • Extended the deadline for a local government to submit an annual update of its Capital Improvements Element, which demonstrates that it is maintaining a financially feasible schedule of capital improvements, from December 1, 2007 to December 1, 2008.
<p>4. What are the responsibilities of school districts regarding the planning for educational facilities?</p>	<p>School districts are responsible for the planning of all school facilities in conjunction with county and municipal planners. The school district is responsible for adoption of an annually updated, five-year educational facilities plan that is developed in coordination with the local government, consistent with the local comprehensive plan, and financially feasible. Additional school district responsibilities relating to educational facilities include:</p> <ul style="list-style-type: none"> • Providing for the membership of an elected school board member on the regional planning council. • Consideration of existing and anticipated site needs and the most economical and practicable locations of schools before acquiring property.
<p>5. What does the interlocal agreement address?</p>	<p>The 2005 Growth Management legislation required existing public school interlocal agreements to be updated. The interlocal agreement between the school district and the local government must address:</p> <ul style="list-style-type: none"> • Projections of growth and enrollment; • Existing and planned public school facilities; • School facility site evaluation and approval <i>before</i> land acquisition; • Need and timing of off-site improvements; • District facilities work program and plant survey; • Coordination; • Joint use of facilities; • Dispute resolution; • Oversight; and • Communication on school capacity issues. <p>Planning for the interlocal agreement must include the following:</p> <ul style="list-style-type: none"> • Consideration of allowing students to attend the school located nearest their homes when a new housing development is constructed; • Consideration of the effects of the location of public education facilities, including the feasibility of keeping

School Concurrency

	<p>central city facilities viable in order to encourage central city redevelopment; and</p> <ul style="list-style-type: none"> • Consultation with state and local road departments to assist in implementing the Safe Paths to Schools Program administered by the Department of Transportation. The purpose of this program is to ensure the planning and construction of safe bicycle and pedestrian pathways for children to schools and parks.
<p>6. What is needed to enact the Public Educational Facilities Element?</p>	<p>The Public Educational Facilities Element is no longer optional under the 2005 Growth Management legislation. Each municipality in the district must adopt a consistent Public Educational Facilities Element unless the municipality is exempt. Issues that this element must address include:</p> <ul style="list-style-type: none"> • Deficiencies in school capacity; • Adequate capacity, including level-of-service standards and service areas; • Options for proportionate-share mitigation; • Adequate infrastructure for existing and proposed schools; • Collocation of other public facilities, such as parks, libraries, and community centers, in proximity to public schools; • Location of schools proximate to residential areas, including using elementary schools as focal points for neighborhoods; • Use of public schools as emergency shelters; and • Capacity of existing and planned public schools when reviewing comprehensive plan amendments and rezonings that are likely to increase residential development and that are reasonably expected to have an impact on the demand for public school facilities.
<p>7. Under what circumstances may a residential development commence where classroom capacity is inadequate to accommodate the new development?</p>	<p>Legislation adopted in 2007 (Ch. 2007-204, L.O.F.) provides that if inadequate classroom capacity would preclude a development from commencing, the development may nevertheless commence if:</p> <ul style="list-style-type: none"> • The approved Capital Improvement Element contains accelerated facilities that are scheduled for construction in year four or later of the plan and such facilities will mitigate the impact of the proposed development on school capacity when built; or • Accelerated facilities are provided for in the next annual update of the Capital Facilities Element and the developer and school district have entered into a binding, financially guaranteed agreement that the developer will construct the accelerated facility within the first three years of the plan, and the cost of the school facility is equal to or greater than the

School Concurrency

	<p>development's proportionate share. The developer receives impact fee credits when the completed school facility is conveyed to the school district.</p>
<p>8. What are the applicable statutes?</p>	<p>Section 163.3174(1), F.S. – Local planning agency. Section 163.3177(6)(a),(h), F.S. – Elements of comprehensive plan. Section 163.31777, F.S. – Public schools interlocal agreement. Section 163.3180(13), F.S. – Concurrency. Section 163.3187(1)(j)&(l), F.S. – Amendment of adopted comprehensive plan. Section 186.504, F.S. – Regional planning councils; membership. Section 1013.31, F.S. – Educational plant survey. Section 1013.33, F.S. – Coordination with local government. Section 1013.35, F.S. – Educational facilities plan. Sections 1013.355 - 1013.357, F.S. – Educational facilities benefit districts. Section 1013.36, F.S. – Site planning and selection.</p> <p>Rule 9J-5.025, F.A.C. – Public School Facilities Element for Public School Concurrency</p>
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494</p> <p>Department of Community Affairs Division of Community Planning State Initiatives Administrator (850) 487-4545</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>

Public Schools
School Choice



Schools & Learning Council
Controlled Open Enrollment

Fact Sheet

January 2008

<p>1. What is “controlled open enrollment”?</p>	<p>"Controlled open enrollment" is a public education delivery system that allows school districts to make student school assignments using a parent's indicated preferential public school choice as a significant factor. The controlled open enrollment program may be offered in addition to any existing choice programs.</p>
<p>2. Are districts required to offer controlled open enrollment?</p>	<p>No. Florida law requires each district school board to develop a controlled open enrollment plan that describes a controlled open enrollment program within the public schools. Plans must be submitted to the Commissioner of Education. The law states that each district school board may offer controlled open enrollment within the public schools and requires districts to ensure that parents and students have meaningful opportunities to exercise their rights to educational choice.</p>
<p>3. Which districts have implemented public school choice open enrollment programs?</p>	<p>According to the 2006-07 Survey 5, 49 school districts reported via the state automated student information system that they had implemented a controlled open enrollment plan in accordance with s.1002.31, F.S., for one or more students: Alachua, Bay, Brevard, Broward, Citrus, Collier, Miami-Dade, Desoto, Escambia, Flagler, Franklin, Hardee, Hendry, Highlands, Hillsborough, Holmes, Indian River, Jackson, Jefferson, Lafayette, Lake, Lee, Leon, Liberty, Madison, Manatee, Marion, Martin, Monroe, Nassau, Okaloosa, Okeechobee, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, St. Lucie, Santa Rosa, Sarasota, Seminole, Sumter, Suwannee, Taylor, Volusia, Wakulla, Walton, and Washington.</p>
<p>4. How does the constitutional class size reduction mandate affect controlled open enrollment?</p>	<p>The class size reduction mandate in Florida's Constitution may limit the flexibility of districts to provide controlled open enrollment for students as implementation of the mandate ramps up through 2010. The rigid and inflexible language of the amendment makes providing greater parental options more difficult due to capacity limitations in many schools.</p>
<p>5. What are the applicable statutes?</p>	<p>Section 1002.20(6), F.S. — Educational choice. Section 1002.31, F.S. — Public school parental choice.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Public School Options 850-245-0479</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council

McKay Scholarships for Students with Disabilities Program

Fact Sheet

January 2008

<p>1. What is the McKay Scholarships for Students with Disabilities Program?</p>	<p>The McKay Scholarships for Students with Disabilities Program provides scholarships for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities include K-12 students who are documented as having a mental handicap, including trainable, profound, or educable; a speech or language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; dual sensory impairment; a physical impairment, a serious emotional disturbance, including an emotional handicap; specific learning disability, including but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury, or autism.</p>
<p>2. What options are available to a student with disabilities under the McKay Scholarship Program?</p>	<p>An eligible student with disabilities has several options:</p> <ul style="list-style-type: none"> • Attendance at another public school within the district; • Attendance at an eligible public school in an adjacent district that has space and provides the services identified in the student's individual education plan; or • Attendance at an eligible private, sectarian or nonsectarian, school. <p>A student at a public school may also choose to remain at that school.</p>
<p>3. Who is eligible for a McKay Scholarship?</p>	<p>Any parent of a public school student with a disability who is dissatisfied with the student's progress may receive a McKay Scholarship if:</p> <ul style="list-style-type: none"> • The student has spent the prior school year in attendance at a Florida public school or the Florida School for the Deaf and Blind; <i>and</i> • The parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has requested from the Department of Education (DOE) a scholarship at least 60 days prior to the date of the first scholarship payment. The request must be through a communication directly to the DOE in a manner that creates a written or electronic record of the request and the date of receipt of the request. The DOE must inform the district of the parent's intent upon receipt of the request. <p>Students enrolled in Department of Juvenile Justice commitment programs are <u>not</u> eligible for scholarships under this program.</p>
<p>4. How long does a McKay Scholarship last?</p>	<p>The term of a McKay Scholarship allows a student to use the scholarship until the student returns to a public school, graduates from high school, or reaches the age of 22, whichever occurs first.</p>

McKay Scholarships for Students with Disabilities Program

<p>5. What are the obligations for participants in the McKay Scholarship Program?</p>	<p>The student's parent and the student must comply with the following criteria to obtain and retain a McKay Scholarship:</p> <ul style="list-style-type: none"> • The parent must select a private school and apply for admission. • The parent must request the scholarship at least 60 days prior to the date of the first scholarship payment. • The student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause. • The parent and student must comply with the private school's published policies. • The parent must transport the student to the assessment site if the parent requests that the student take all statewide assessments. • The parent must restrictively endorse the scholarship warrant upon receipt to the private school and may not designate any entity or individual associated with the participating private school as the parent's attorney in fact to endorse the warrant.
<p>6. What are the school district's obligations under the McKay Scholarship Program?</p>	<p>The school district must:</p> <ul style="list-style-type: none"> • Notify parents by April 1 of each year and within 10 days of the student's individual education plan meeting of all education choice options and of the availability of the DOE's telephone hotline and website for additional information on the McKay Program. • Complete the matrix of services for any student participating in the program and notify the DOE of the student's matrix level within 30 days after the district receives notification of a request to participate in the program. • Provide the student's parent with the student's matrix level within 10 school days after its completion. • Complete a matrix that assigns the student to one of the levels of service that existed prior to the 2000-2001 school year, if the student with disabilities does not have a matrix of services. • Provide notification to parents of the availability of a reevaluation at least every 3 years. • Report all students who are attending a private school under this program (students participating in this program must be reported separately from other students reported for purposes of the Florida Education Finance Program). • Provide locations and times for all state assessments to parents who request that the student take statewide assessments.
<p>7. Are all private schools required to participate in the McKay Scholarship Program?</p>	<p>No. Private schools are not required to participate in the program. However, participation is open to all private schools that wish to take part in the program, as long as the schools meet the eligibility criteria set forth by law.</p>
<p>8. What criteria must a private school meet to be eligible to participate in the McKay Scholarship Program?</p>	<p>Participation is open to all private schools that:</p> <ul style="list-style-type: none"> • Comply with all requirements for private schools participating in state school choice scholarship programs. (Refer to Private School Accountability in State School Choice Scholarship Programs Fact Sheet.) • Annually provide the parent with a written explanation of the student's progress.

McKay Scholarships for Students with Disabilities Program

	<ul style="list-style-type: none"> • Cooperate with a student whose parent chooses to have the student participate in the statewide assessment tests. • Submit all documentation to the DOE for a student’s participation at least 30 days prior to the first quarterly scholarship payment. • Maintain in this state a physical location where a scholarship student regularly attends classes. <p>Failure to meet these requirements, as determined by the DOE, constitutes a basis for a private school to become ineligible to participate in the program.</p>
<p>9. Who provides transportation for McKay Scholarship students?</p>	<p>If the parents choose a public school option, responsibility for transportation varies depending upon the type of public school option chosen. Listed below are the options and transportation requirements:</p> <ul style="list-style-type: none"> • <i>Attendance at a public school within the school district that is consistent with the school board’s choice plan.</i> If this option is chosen, the school district is responsible for providing transportation to the public school selected by the parent. • <i>Attendance at a public school within the school district that is not consistent with the school board’s choice plan.</i> If this option is chosen, the parents are responsible for providing transportation. • <i>Attendance at a public school in an adjacent district that has space available and a program with services agreed to in the student’s individual educational plan.</i> If this option is chosen, the parents are responsible for providing transportation to the school in the adjacent district. <p>If the parents choose the private school option, the parents are responsible for the student’s transportation.</p>
<p>10. What are the Department of Education’s obligations?</p>	<p>The DOE must:</p> <ul style="list-style-type: none"> • Annually verify the eligibility of private schools. • Provide information to parents and private schools about participation in the program via a toll-free hotline. • Establish a process that allows for individuals to notify the DOE of violations of state law relating to program participation. • Annually receive and retain from every participating private school a notarized, sworn compliance statement certifying compliance with state laws. • Cross-check the list of participating scholarship students with public school enrollment lists. • Conduct no more than three random site visits to private schools participating in the program. • Annually report to the Governor and the Legislature the DOE’s actions in the implementation of accountability standards.
<p>11. What is the Commissioner of Education’s authority?</p>	<p>The Commissioner of Education has the authority to:</p> <ul style="list-style-type: none"> • Deny, suspend, or revoke a private school’s participation in the program and to take other action as necessary to ensure compliance with the laws governing private schools participating in the program. • Immediately suspend payment of scholarship funds if there is probable cause to believe that there is an imminent threat to the

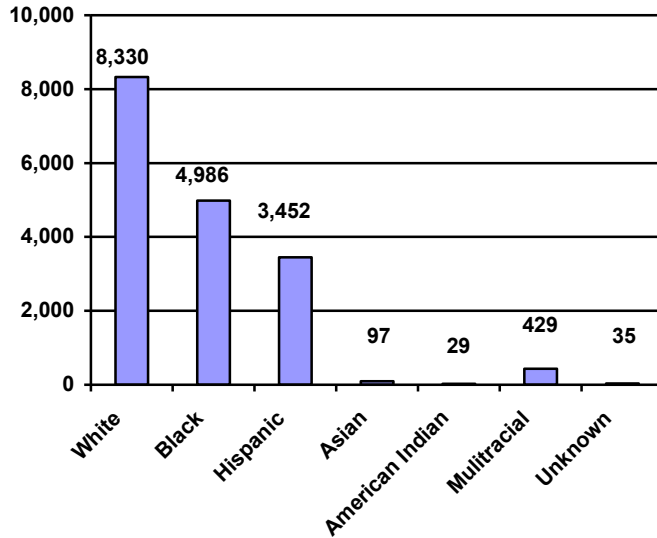
McKay Scholarships for Students with Disabilities Program

	<p>health, safety, and welfare of the students or if there is fraudulent activity on the part of the private school.</p>
<p>12. What is the award amount for a McKay Scholarship?</p>	<p>The amount of the scholarship is equal to the amount the student would have received under the Florida Education Finance Program in the public school to which the student is assigned or the amount of the private school's tuition and fees, <i>whichever is less</i>.</p> <p>During the 2002-2003 school year, \$53 million was awarded to 9,130 scholarship recipients for an average award amount of \$6,769 per student.</p> <p>During the 2003-2004 school year, \$81.7 million was awarded to 13,739 scholarship recipients for an average award amount of \$6,814 per student.</p> <p>During the 2004-2005 school year, \$97.2 million was awarded to 15,910 scholarship recipients for an average award amount of \$6,835 per student.</p> <p>During the 2005-2006 school year, \$107.7 million was awarded to 17,275 scholarship recipients for an average award amount of \$6,926 per student.</p> <p>During the 2006-2007 school year, \$119.1 million was awarded to 18,723 scholarship recipients for an average award amount of \$7,206 per student.</p>
<p>13. How is a McKay Scholarship payment made?</p>	<p>Upon proper documentation by the DOE, the Chief Financial Officer must make the scholarship payments in four equal installments (September 1, November 1, February 1, and April 1). The DOE is responsible for verifying the student's admission to, and continued enrollment and attendance at, the private school. The payment must be made by individual warrant payable to the student's parent and mailed by the DOE to the private school. The parent must restrictively endorse the warrant to the private school.</p> <p>Subsequent to each payment, the DOE must request from the Department of Financial Services a sample of endorsed warrants to review and confirm compliance with endorsement requirements.</p>

McKay Scholarships for Students with Disabilities Program

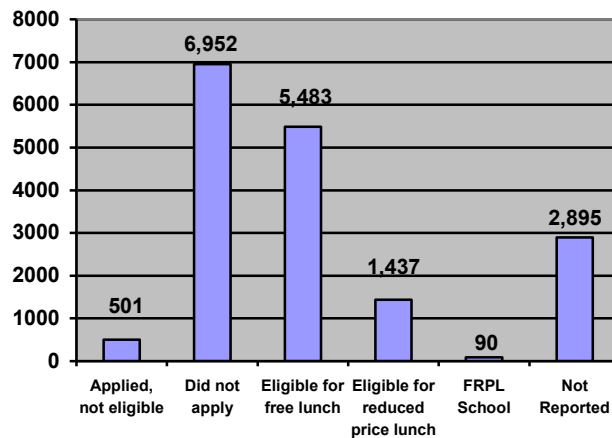
14. What are the demographics of students benefiting from McKay Scholarships? (Data reflects students receiving scholarships in September of the 2007-2008 school year.)

McKay Student Racial/Ethnic Enrollment



RACE	STUDENTS	PERCENTAGE
White	8,330	48.7%
Black	4,986	28.5%
Hispanic	3,452	19.5%
Asian	97	0.5%
American Indian	29	0.2%
Multiracial	429	2.3%
Unknown	35	0.2%
Grand Total	17,358	100.0%

McKay Students Eligible for Free and Reduced-Price Lunch (FRPL)

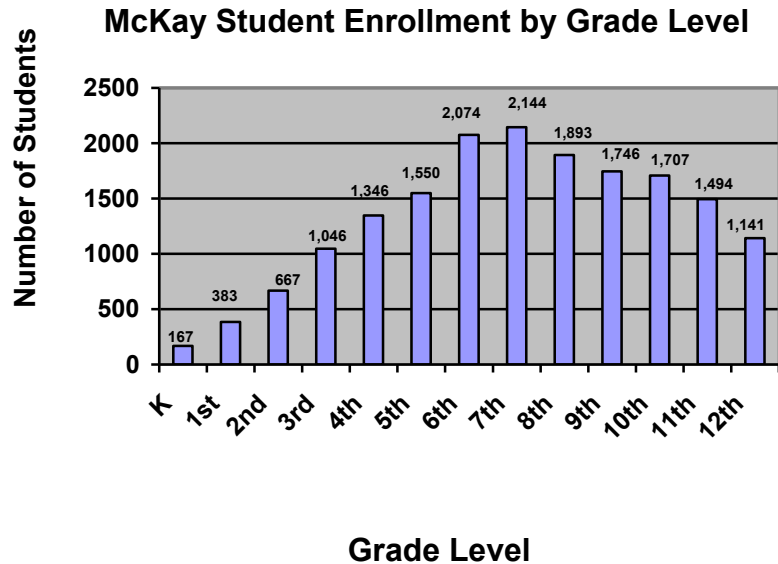


McKay Scholarships for Students with Disabilities Program

	<p>Lunch Programs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">LUNCH PROGRAMS</th> <th style="text-align: center;">STUDENTS</th> <th style="text-align: center;">PERCENTAGE</th> </tr> </thead> <tbody> <tr> <td>Applied, not eligible</td> <td style="text-align: center;">501</td> <td style="text-align: center;">2.9%</td> </tr> <tr> <td>Did not apply</td> <td style="text-align: center;">6,952</td> <td style="text-align: center;">40.1%</td> </tr> <tr> <td>Eligible for free lunch</td> <td style="text-align: center;">5,483</td> <td style="text-align: center;">31.6%</td> </tr> <tr> <td>Eligible for reduced price lunch</td> <td style="text-align: center;">1,437</td> <td style="text-align: center;">8.3%</td> </tr> <tr> <td>FRPL School</td> <td style="text-align: center;">90</td> <td style="text-align: center;">0.5%</td> </tr> <tr> <td>Not Reported</td> <td style="text-align: center;">2,895</td> <td style="text-align: center;">16.7%</td> </tr> <tr> <td>Grand Total:</td> <td style="text-align: center;">17,358</td> <td style="text-align: center;">100.0%</td> </tr> </tbody> </table>	LUNCH PROGRAMS	STUDENTS	PERCENTAGE	Applied, not eligible	501	2.9%	Did not apply	6,952	40.1%	Eligible for free lunch	5,483	31.6%	Eligible for reduced price lunch	1,437	8.3%	FRPL School	90	0.5%	Not Reported	2,895	16.7%	Grand Total:	17,358	100.0%
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McKay Scholarships for Students with Disabilities Program

16. What is the enrollment by grade level of McKay Scholarship students? (Data reflects enrollment for September of the 2007-2008 school year.)



GRADE LEVEL	STUDENTS	PERCENTAGE
K	167	1.0%
1 st	383	2.2%
2 nd	667	3.8%
3 rd	1,046	6.0%
4 th	1,346	7.8%
5 th	1,550	8.9%
6 th	2,074	11.9%
7 th	2,144	12.4%
8 th	1,893	10.9%
9 th	1,746	10.1%
10 th	1,707	9.8%
11 th	1,494	8.6%
12 th	1,141	6.6%
Grand Total:	17,358	100.0%

PRIMARY EXCEPTIONALITY	STUDENTS	PERCENTAGE
Specific Learning Disabled	6,282	36.2%
Language Impaired	1,411	8.1%
Speech Impaired	1,194	6.9%
Emotionally Handicapped	1,078	6.2%
Educable Mentally Handicapped	1,167	6.7%
Autistic	608	3.5%
Other Health Impaired	1,844	10.6%
Others	3,774	21.7%
Grand Total:	17,358	100.0%

McKay Scholarships for Students with Disabilities Program

17. What are the McKay Scholarship payments by district? (Data reflects payments made during the 2006-2007 school year.)

McKay Payment by District

DISTRICT ID	DISTRICT NAME	STUDENTS	%	PAYMENT AMOUNT	%
1	ALACHUA	123	0.67%	\$690,103.75	0.58%
2	BAKER	16	0.09%	\$80,564.25	0.07%
3	BAY	190	1.04%	\$1,045,631.87	0.88%
4	BRADFORD	25	0.14%	\$148,812.50	0.12%
5	BREVARD	610	3.34%	\$3,685,514.99	3.09%
6	BROWARD	1,834	10.04%	\$13,029,972.86	10.94%
8	CHARLOTTE	93	0.51%	\$448,849.00	0.38%
9	CITRUS	37	0.20%	\$189,818.75	0.16%
10	CLAY	249	1.36%	\$1,492,388.50	1.25%
11	COLLIER	134	0.73%	\$1,055,112.75	0.89%
12	COLUMBIA	128	0.70%	\$702,456.25	0.59%
13	DADE	3,824	20.93%	\$26,860,392.60	22.55%
15	DIXIE	17	0.09%	\$131,955.00	0.11%
16	DUVAL	2,505	13.71%	\$16,473,807.41	13.83%
17	ESCAMBIA	147	0.80%	\$787,400.77	0.66%
18	FLAGLER	12	0.07%	\$87,516.00	0.07%
20	GADSDEN	67	0.37%	\$365,355.53	0.31%
21	GILCHRIST	13	0.07%	\$58,635.50	0.05%
27	HERNANDO	47	0.26%	\$224,670.50	0.19%
28	HIGHLANDS	34	0.19%	\$151,516.25	0.13%
29	HILLSBOROUGH	928	5.08%	\$6,210,830.21	5.22%
31	INDIAN RIVER	33	0.18%	\$158,861.25	0.13%
32	JACKSON	20	0.11%	\$120,931.75	0.10%
33	JEFFERSON	14	0.08%	\$81,159.50	0.07%
35	LAKE	162	0.89%	\$813,278.00	0.68%
36	LEE	361	1.98%	\$2,510,127.79	2.11%
37	LEON	389	2.13%	\$2,648,167.22	2.22%
38	LEVY	52	0.28%	\$252,572.00	0.21%
40	MADISON	24	0.13%	\$126,322.50	0.11%
41	MANATEE	354	1.94%	\$2,541,164.55	2.13%
42	MARION	105	0.57%	\$669,582.00	0.56%
43	MARTIN	32	0.18%	\$170,579.75	0.14%
44	MONROE	19	0.10%	\$103,382.00	0.09%
45	NASSAU	32	0.18%	\$162,484.75	0.14%
46	OKALOOSA	188	1.03%	\$1,211,657.91	1.02%
48	ORANGE	1,310	7.17%	\$8,569,112.58	7.20%
49	OSCEOLA	210	1.15%	\$1,107,283.50	0.93%
50	PALM BEACH	968	5.30%	\$5,807,643.75	4.88%
51	PASCO	299	1.64%	\$1,892,374.54	1.59%
52	PINELLAS	906	4.96%	\$5,735,962.51	4.82%
53	POLK	364	1.99%	\$1,994,705.25	1.67%
54	PUTNAM	36	0.20%	\$166,874.25	0.14%
55	ST. JOHNS	83	0.45%	\$569,507.00	0.48%
56	ST. LUCIE	138	0.76%	\$797,221.25	0.67%
57	SANTA ROSA	18	0.10%	\$97,395.00	0.08%
58	SARASOTA	298	1.63%	\$2,263,271.00	1.90%
59	SEMINOLE	374	2.05%	\$2,257,018.50	1.90%
60	SUMTER	21	0.11%	\$91,923.50	0.08%
61	SUWANNEE	61	0.33%	\$277,209.25	0.23%
62	TAYLOR	18	0.10%	\$88,893.00	0.07%
64	VOLUSIA	259	1.42%	\$1,439,919.04	1.21%
65	WAKULLA	21	0.11%	\$96,645.00	0.08%
66	WALTON	13	0.07%	\$69,901.41	0.06%
Grand Total:	66	18,273	100.00%	\$119,092,631.54	100.0%

*Data for districts with less than 11 students are not displayed in order to protect student confidentiality.

McKay Scholarships for Students with Disabilities Program

<p>18. Has any research been done on this program?</p>	<p>Yes. "Vouchers for Special Education Students: An Evaluation of Florida's McKay Scholarship Program" by Jay P. Greene and Greg Forster, Manhattan Institute, 2003.</p> <p>Highlights of this study include:</p> <ul style="list-style-type: none"> • 92% of current McKay participants are satisfied or very satisfied with their McKay schools; only 32.7% were similarly satisfied with their public schools. • McKay participants saw class size drop dramatically, from an average of 25.1 students per class in public schools to 12.8 students per class in McKay schools. • McKay participants were victimized far less by other students because of their disabilities in McKay schools. In public schools, 46.8% were bothered often and 24.7% were physically assaulted, while in McKay schools 5.3% were bothered often and 6.0% were assaulted. • McKay schools outperformed public schools in the study's measurement of accountability for services provided. Only 30.2% of current participants said they received all services required under federal law from their public school, while 86.0% reported that their McKay school provided all the services they promised to provide. • Over 90% of parents whose children have left the McKay Program believe the program should continue to be available to those who wish to utilize it.
<p>19. What are the applicable statutes and rules?</p>	<p>Section 1002.39, F.S. -- The John M. McKay Scholarship for Students with Disabilities Program. Section 1002.421, F.S. – Accountability for private schools participating in state school choice scholarship programs. Section 1008.22, F.S. – Student assessment program for public schools.</p> <p>Rule 6A – 6.03315, F.A.C. -- Private School Scholarship Compliance Form.</p>
<p>20. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Corporate Tax Credit Scholarship Program

Fact Sheet

January 2008

<p>1. What is the Corporate Tax Credit Scholarship Program?</p>	<p>The Corporate Tax Credit (CTC) Scholarship Program was established by the 2001 Legislature (Ch. 2001-225, L.O.F.) to provide an income tax credit for corporations that contribute money to nonprofit scholarship-funding organizations (SFOs) that award scholarships to students from families with limited financial resources. The purpose of the tax credit is to:</p> <ul style="list-style-type: none"> • Encourage private, voluntary contributions to nonprofit SFOs. • Expand educational opportunities for children from families that have limited financial resources. • Enable children to achieve a greater level of excellence in their education.
<p>2. Who is eligible for a scholarship from a nonprofit scholarship-funding organization under this program?</p>	<p>A student is eligible for a scholarship from a nonprofit SFO through this program if the student qualifies for free or reduced-price school lunches under the National School Lunch Act and:</p> <ul style="list-style-type: none"> • Was counted as a full-time student during the previous state fiscal year for purposes of state per-student funding; • Received a scholarship from an eligible nonprofit SFO or the State of Florida during the previous school year; or • Is eligible to enter kindergarten or first grade. <p>Contingent upon available funds, a student remains eligible for a scholarship as long as the student's family income level does not exceed 200 percent of the Federal Poverty Level.</p>
<p>3. What is the maximum award amount of a scholarship?</p>	<p>The amount of the scholarship provided to any child for any single school year by all eligible nonprofit SFOs must not exceed the following limits:</p> <ul style="list-style-type: none"> • \$3,750 for a scholarship awarded to a student for enrollment in an eligible private school. • \$500 for a scholarship awarded to a student for enrollment in a Florida public school that is located outside the district in which the student resides.
<p>4. What types of expenses are covered by the scholarships?</p>	<p>Eligible nonprofit SFOs must provide scholarships from eligible contributions to eligible students for the following:</p> <ul style="list-style-type: none"> • Tuition or textbook expenses for, or transportation to, an eligible nonpublic school (at least 75% must be used to pay tuition expenses); or • Transportation expenses to a Florida public school that is located outside the district in which the student resides or to a developmental research (laboratory) school.
<p>5. What criteria must a private school meet to participate in this program?</p>	<p>Private schools are not required to participate in the program; however, participation is open to private schools that:</p> <ul style="list-style-type: none"> • Comply with all requirements for private schools participating in state school-choice scholarship programs. (Refer to Private School Accountability in State School Choice Scholarship)

Corporate Tax Credit Scholarship Program

	<p>Programs Fact Sheet.)</p> <ul style="list-style-type: none"> • Annually provide the parent with a written explanation of the student's progress. • Annually administer or make provisions for students to participate in one of the nationally norm-referenced tests identified by the Department of Education (DOE), and report the student's scores to the parent and to an independent private research organization selected by the DOE. • Cooperate with a student whose parent chooses to have the student participate in the statewide assessment tests. • Submit all documentation, upon request, to the SFO for a student's participation. • Employ or contract with teachers who have regular and direct contact with each student receiving a scholarship at the school's physical location. <p>Failure to meet the requirements, as determined by the DOE, constitutes a basis for a private school to become ineligible to participate in the program.</p>
<p>6. What qualifies as an eligible contribution?</p>	<p>An eligible contribution is a monetary contribution from a taxpayer to an eligible nonprofit SFO. The taxpayer may not designate a specific child as the beneficiary of the contribution.</p>
<p>7. How much of a tax credit may a corporation receive for contributing to a nonprofit scholarship-funding organization?</p>	<p>The taxpayer may receive a dollar for dollar credit for an eligible contribution against any tax due for a taxable year, but the credit may not exceed 75% of the tax due after the application of all other allowable tax credits. The total amount of tax credits and carry forward of tax credits allowed by statute for each state fiscal year is \$88 million.</p> <p>A taxpayer may rescind all or part of its allocated tax credit. The amount rescinded must become available for purposes of the cap for that state fiscal year to an eligible taxpayer if the taxpayer receives notice from the Department of Revenue (DOR) that the rescindment has been accepted by the DOR and the taxpayer has not previously rescinded any or all of its tax credit allocation more than once in the previous three tax years. Any amount rescinded must become available on a first-come, first-served basis based on tax credit applications received after the date the rescindment is accepted by the DOR.</p>
<p>8. Is there a statewide cap on the amount of the tax credit that may be granted under this program?</p>	<p>Yes. The total statewide amount of the tax credit and the carry-forward of tax credits that may be granted each state fiscal year under this program is limited to \$88 million by statute. At least 1% of the total statewide amount authorized for the tax credit must be reserved for small businesses. Small businesses are defined as taxpayers who independently own and operate businesses that employ 200 or fewer full-time permanent employees and have a net worth of not more than \$5 million at the time of application.</p>
<p>9. What are eligible nonprofit</p>	<p>Eligible nonprofit SFOs are charitable organizations that are exempt from the federal income tax as defined in s. 501(c)(3) of</p>

Corporate Tax Credit Scholarship Program

<p>scholarship-funding organizations?</p>	<p>the Internal Revenue Code and are Florida entities formed under Chapters 607, 608, or 617, F.S., whose principal office is located in the state. Eligible nonprofit SFOs must:</p> <ul style="list-style-type: none"> • Comply with the antidiscrimination provisions of 42 U.S.C. s. 2000d. • Require owners and operators to submit to a level 2 background screening under Chapter 435, F.S., upon employment or engagement of services. Owners or operators must submit to background screenings every five years and must meet the level 2 screening standards as described in s. 435.04, F.S. Owners or operators that fail the level 2 background screening are ineligible to provide scholarships. • Provide scholarships from eligible contributions to eligible students on a first-come, first-served basis unless the student qualifies for priority. Eligible students who received a scholarship from an eligible SFO or from the State of Florida during the previous year qualify for priority. • Not restrict or reserve scholarships for use at a particular private school or provide a scholarship to the child of an owner or operator. • Allow an eligible student to attend any eligible private school and allow a parent to transfer the scholarship during the school year to another eligible private school. • Maintain separate accounts for scholarship funds and operating funds. • Obligate 100% of the eligible contribution to provide annual or partial-year scholarships in the same state fiscal year in which the contribution was received (the state fiscal year begins on July 1 and ends on June 30 of each year); however, 25% of the total contribution may be carried forward for expenditure in the following state fiscal year. • Allow for the transfer of funds to another eligible SFO, limited to the greater of \$500,000 or 20% of the total contributions received by the SFO making the transfer, when additional funds are required to meet scholarship demands. • Not use any portion of eligible contributions for administrative expenses. • Use all interest accrued from contributions for scholarships. • Prepare and submit quarterly reports to the DOE. • Provide the Auditor General and the DOE with an annual financial and compliance audit of their accounts and records conducted by independent certified public accountants. • Prohibit an owner or operator of a SFO from owning or operating a private school that is participating in the program.
<p>10. How is a scholarship payment made?</p>	<p>The payment is made by individual warrant payable to the student's parent. If the parent chooses for his or her child to attend an eligible private school, the warrant must be delivered by the eligible SFO to the private school of the parent's choice and the parent must restrictively endorse the warrant to the private school.</p>

Corporate Tax Credit Scholarship Program

	<p>The SFO must ensure that the parent endorses the warrant to the private school of the parent's choice for deposit into the account of the private school. SFOs must obtain verification from the private school of the scholarship student's continued attendance prior to each scholarship payment and must make such payments at least quarterly.</p>
<p>11. What are the responsibilities of the student and the parent in order to participate in the program?</p>	<p>Parent and student responsibilities include:</p> <ul style="list-style-type: none"> • Parents must select an eligible private school, apply for admission, and notify the school district upon withdrawal. • Students must attend school unless excused by the school for illness or good cause. • Students and parents must comply with the private school's published policies. • Parents must ensure student participation in the norm-referenced assessment offered by the private school. Also, parents are given the option to have their child participate in the statewide assessments pursuant to s. 1008.22, F.S. • Parents must restrictively endorse the scholarship warrant upon receipt to the private school and may not designate any entity or individual associated with the participating private school as the parent's attorney in fact to endorse the warrant.
<p>12. Who is responsible for administering the Corporate Tax Credit Scholarship Program?</p>	<p>The DOR and the DOE cooperatively administer the CTC Scholarship Program.</p> <p>The DOE is responsible for adopting rules necessary to determine the eligibility of SFOs and identify students eligible to participate in the program. The DOE is also responsible for submitting annually, by March 15, a list of eligible SFOs to the DOR.</p> <p>The DOE must:</p> <ul style="list-style-type: none"> • Annually verify the eligibility of SFOs. • Annually verify the eligibility of private schools. • Annually verify the eligibility of expenditures. • Provide information to parents and private schools about participation in the program via a toll-free hotline. • Establish a process that allows for individuals to notify the DOE of violations of state law relating to program participation. • Annually receive and retain from every participating private school a notarized, sworn compliance statement certifying compliance with state laws. • Cross-check the list of participating scholarship students with public school enrollment lists. • Identify and select the nationally norm-referenced tests that are comparable to the norm-referenced provisions of the FCAT. Select an independent research organization to analyze and report annually to the DOE the year-to-year improvement of participating students. • Notify any SFO if one of its scholarship recipients is also

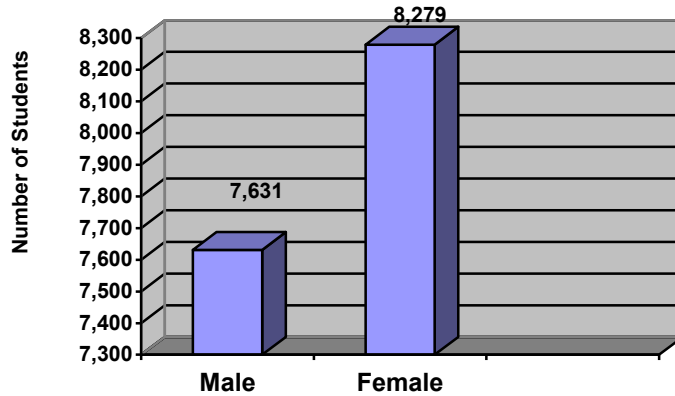
Corporate Tax Credit Scholarship Program

	<p>receiving scholarship monies from an educational scholarship authorized under Chapter 1002, F.S., or from another SFO.</p> <ul style="list-style-type: none"> • Require quarterly reports from each SFO. • Conduct no more than seven random site visits to private schools participating in the program. • Annually report to the Governor and the Legislature on its implementation of accountability standards. <p>The DOR is responsible for adopting rules to administer the CTC Scholarship Program and that:</p> <ul style="list-style-type: none"> • Establish application forms and procedures. • Govern the allocation of tax credits and carry forward credits for the program on a first-come, first-served basis.
<p>13. What is the Commissioner of Education's authority?</p>	<p>The Commissioner of Education has the authority to:</p> <ul style="list-style-type: none"> • Deny, suspend, or revoke a private school's participation in the program and to take other action as necessary to ensure compliance with the laws governing private schools participating in the program. • Immediately suspend payment of scholarship funds if there is probable cause to believe that there is an imminent threat to the health, safety, and welfare of the students or if there is fraudulent activity on the part of the private school.

Corporate Tax Credit Scholarship Program

14. What is the gender and racial/ethnic breakdown of students benefiting from the Corporate Tax Credit Scholarship? (Data reflects students receiving scholarships in September of the 2007-2008 school year.)

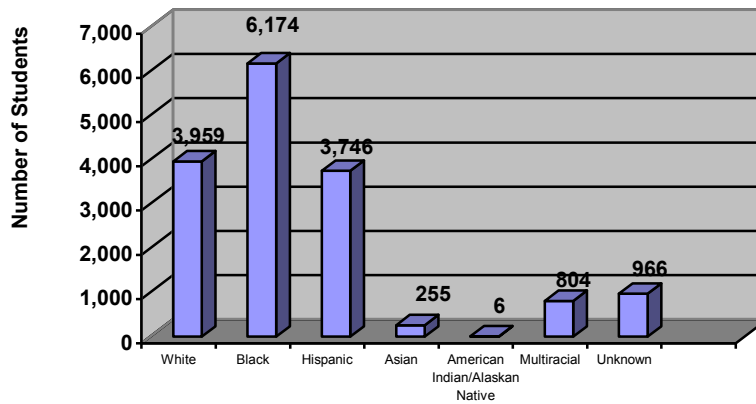
CTC Student Enrollment by Gender



Gender

GENDER	STUDENTS	PERCENTAGE
Male	7,631	48.0%
Female	8,279	52.0%
Grand Total:	15,910	100.0%

CTC Student Racial/Ethnic Enrollment



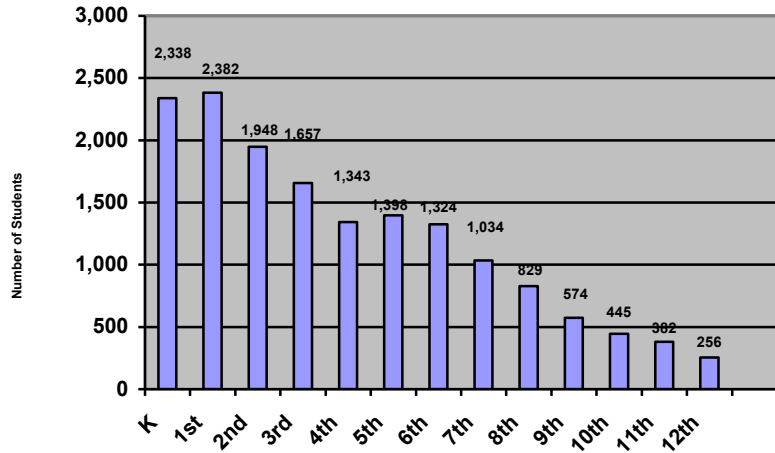
Racial/Ethnic Groups

RACE	STUDENTS	PERCENTAGE
White	3,959	24.9%
Black	6,174	38.8%
Hispanic	3,746	23.5%
Asian	255	1.6%
American Indian/Alaskan Native	6	0.0%
Multiracial	804	5.1%
Unknown	966	6.1%
Grand Total:	15,910	100.0%

Corporate Tax Credit Scholarship Program

15. What is the enrollment by grade level of students benefiting from the Corporate Tax Credit Scholarship? (Data reflects enrollment for September of the 2007-2008 school year.)

CTC Student Enrollment by Grade Level



Grade Level

GRADE LEVEL	STUDENTS	PERCENTAGE
K	2,338	14.7%
1 st	2,382	15.0%
2 nd	1,948	12.2%
3 rd	1,657	10.4%
4 th	1,343	8.4%
5 th	1,398	8.8%
6 th	1,324	8.3%
7 th	1,034	6.5%
8 th	829	5.2%
9 th	574	3.6%
10 th	445	2.8%
11 th	382	2.4%
12 th	256	1.6%
Grand Total:	15,910	100.0%

Corporate Tax Credit Scholarship Program

16. What are the Corporate Tax Credit Scholarship payments by district? (Data reflects all payments made during the 2006-07 school year.)

Note: Blanks indicate less than 11 students per district and are not displayed but calculated in total in order to protect student confidentiality.

DISTRICT ID	DISTRICT NAME	SCHOOLS	STUDENTS	TOTAL FUNDED	FUND%
1	Alachua	13	134	\$449,792.25	0.76%
3	Bay	4	37	\$100,594.22	0.17%
4	Bradford	4	67	\$134,963.67	0.23%
5	Brevard	36	531	\$1,691,285.08	2.85%
6	Broward	73	1,018	\$3,497,636.87	5.90%
8	Charlotte	5	49	\$158,291.75	0.27%
9	Citrus	8	102	\$334,678.66	0.56%
10	Clay	14	160	\$463,641.43	0.78%
11	Collier	6	39	\$139,586.25	0.24%
12	Columbia	5	81	\$254,703.75	0.43%
13	Dade	150	4,323	\$15,124,559.24	25.50%
14	DeSoto	1		\$13,176.75	0.02%
15	Dixie	1		\$3,750.00	0.01%
16	Duval	85	2,092	\$6,849,497.46	11.55%
17	Escambia	14	250	\$784,635.67	1.32%
18	Flagler	2	26	\$89,312.50	0.15%
19	Franklin	1		\$17,897.00	0.03%
20	Gadsden	2	75	\$242,580.66	0.41%
21	Gilchrist	1		\$2,770.00	0.00%
22	Glades	1		\$3,750.00	0.01%
24	Hamilton	1	15	\$22,678.00	0.04%
26	Hendry	1		\$36,290.00	0.06%
27	Hernando	7	95	\$298,807.75	0.50%
28	Highlands	7	38	\$124,282.50	0.21%
29	Hillsborough	67	788	\$2,729,146.19	4.60%
30	Holmes	2		\$20,443.75	0.03%
31	Indian River	4	14	\$47,239.25	0.08%
32	Jackson	2	19	\$47,924.75	0.08%
33	Jefferson	1		\$28,800.00	0.05%
34	Lafayette	1		\$129.50	0.00%
35	Lake	14	182	\$595,829.53	1.00%
36	Lee	22	166	\$554,165.20	0.93%
37	Leon	20	419	\$1,379,979.80	2.33%
38	Levy	2	30	\$100,508.00	0.17%
40	Madison	2	24	\$80,879.00	0.14%
41	Manatee	12	141	\$496,282.00	0.84%
42	Marion	15	284	\$917,930.18	1.55%
43	Martin	6	58	\$184,039.13	0.31%
44	Monroe	1	12	\$44,062.50	0.07%
45	Nassau	3	24	\$83,545.43	0.14%
46	Okaloosa	6	144	\$464,941.13	0.78%
47	Okeechobee	1		\$18,055.76	0.03%
48	Orange	86	2,725	\$8,975,932.12	15.14%
49	Osceola	17	768	\$2,364,453.06	3.99%
50	Palm Beach	36	495	\$1,642,754.27	2.77%
51	Pasco	17	158	\$518,929.82	0.88%
52	Pinellas	49	459	\$1,544,734.50	2.60%
53	Polk	33	417	\$1,391,975.12	2.35%
54	Putnam	5	81	\$211,606.49	0.36%
55	St Johns	4	27	\$78,652.50	0.13%
56	St Lucie	7	97	\$297,025.79	0.50%
58	Sarasota	14	71	\$236,698.54	0.40%
59	Seminole	26	429	\$1,372,723.66	2.31%
60	Sumter	1	23	\$69,130.62	0.12%
61	Suwannee	3	74	\$141,854.62	0.24%
62	Taylor	1		\$3,093.75	0.01%
64	Volusia	24	554	\$1,799,389.29	3.03%
65	Wakulla	1		\$16,218.75	0.03%
66	Walton	1		\$2,420.00	0.00%
Grand Total:	59	948	17,873*	\$59,300,655.46	100.00%

Corporate Tax Credit Scholarship Program

17. What are the applicable statutes and rules?	Section 220.187, F.S. -- Credits for contributions to Nonprofit scholarship-funding organizations. Section 288.703(1), F.S. -- Definition of small business. Section 1002.32, F.S. – Developmental research (laboratory) schools. Section 1002.421, F.S. – Accountability for private schools participating in state school-choice scholarship programs. Section 1008.22, F.S. – Student assessment program for public schools. Rule 6A-6.03315, F.A.C. – Private School Scholarship Compliance Form.
18. Where can I get additional information?	Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 Toll-Free Information Hotline 1-800-447-1636 www.floridaschoolchoice.org Florida Department of Revenue (850) 922-4715 Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council Opportunity Scholarships

Fact Sheet

January 2008

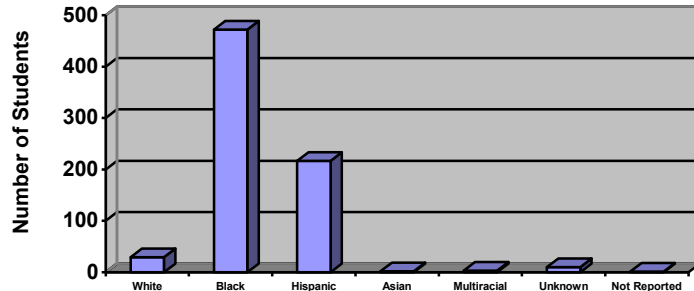
<p>1. What is the Opportunity Scholarship Program and what is the status of the program in the courts?</p>	<p>The Opportunity Scholarship Program (OSP) is a school choice program that was created by the Legislature in 1999 as part of the A+ Education Plan (Ch. 99-398, L.O.F.). This program provides scholarships to eligible students to attend eligible public or private schools of choice.</p> <p>On January 5, 2006, the Florida Supreme Court ruled that the private school option of the OSP violates Article IX, Section 1(a) of the Florida Constitution. The narrowly tailored opinion addressed only the issue of whether the Florida Constitution prohibits the state from expending public funds to allow students to use an opportunity scholarship to obtain a private school education in kindergarten through grade 12. The court held that “through the OSP the state is fostering plural, nonuniform systems of education in direct violation of the constitutional mandate for a uniform system of free public schools.” The court’s decision was stayed until the end of the 2005-2006 school year.</p>
<p>2. Who is eligible for an Opportunity Scholarship?</p>	<p>A public school student is eligible for an Opportunity Scholarship if one of the following criteria are met:</p> <ul style="list-style-type: none">• The student spent the prior school year in attendance at a public school graded F and the school has had an F for two years in a four-year period;• The student was in attendance elsewhere in the public school system and has been assigned to such a school; or• The student is entering kindergarten or first grade and has been assigned to such a school.
<p>3. What are the current options available to a student under the Opportunity Scholarship Program?</p>	<p>Due to the 2006 Florida Supreme Court ruling, Opportunity Scholarships may now only be used to attend public schools of choice. Once a school has been graded F for two years in a four-year period, eligible students may:</p> <ul style="list-style-type: none">• Attend a higher performing public school within the district; or• Attend a higher performing public school in an adjacent district, as long as space is available. <p>A student who received an Opportunity Scholarship during the 2005-2006 school year and attended a private school is eligible to receive a Corporate Tax Credit (CTC) Scholarship if the student qualifies for free or reduced-price school lunches under the National School Lunch Act. Contingent upon available funds, a student may continue in</p>

Opportunity Scholarships

	<p>the CTC scholarship program as long as the student's family income level does not exceed 200 percent of the federal poverty level. (Refer to CTC Scholarship Program Fact Sheet.)</p>
<p>4. How long does an Opportunity Scholarship last?</p>	<p>The opportunity for a student to continue attending a higher performing public school within the district or in an adjacent district remains in force until the student graduates from high school.</p>
<p>5. How many Opportunity Scholarships are being utilized in Florida?</p>	<p>The 2005-2006 school year was the last year that students were eligible under the 2006 Florida Supreme Court case to receive Opportunity Scholarships to private schools. During that year, 734 students received scholarships to attend 57 private schools in eight school districts (Broward, Dade, Duval, Escambia, Gadsden, Jefferson, Orange, and Palm Beach Counties). The total amount of scholarships awarded was \$2.98 million with the average scholarship amount per student being \$4,063.28.</p> <p>In the 2006-2007 school year, students were only eligible to utilize the OSP to attend a higher performing public school of choice. During that year, 1,091 students utilized the public school option of the OSP.</p> <p>Twenty-one public schools in eight school districts (Broward, Collier, Dade, Duval, Escambia, Gadsden, Hillsborough, and Orange Counties) received an “F” grade during the 2006-2007 school year and at least one other “F” grade during the previous three years. Students who were enrolled in these schools in the 2006-2007 school year or who are assigned to these schools for the 2007-2008 school year are currently eligible to participate in the public school option of the OSP.</p>

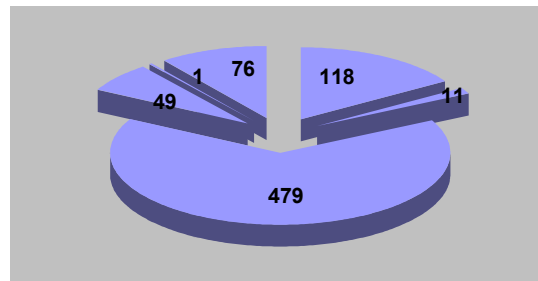
6. What are the demographics of students who benefited from Opportunity Scholarships to private schools during the 2005-2006 school year?

OSP Student Racial/Ethnic Enrollment



RACE	STUDENTS	PERCENTAGE
White	29	4.0%
Black	472	64.5%
Hispanic	217	29.6%
Asian	2	0.3%
Multiracial	3	0.4%
Unknown	10	1.4%
Not Reported	1	0.1%
Grand Total:	734	100.0%

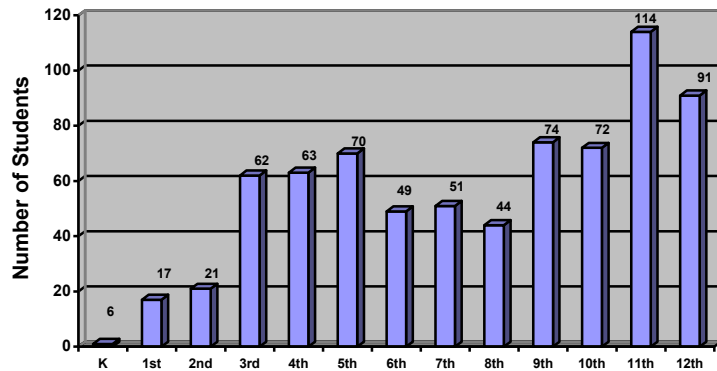
OSP Students Eligible for Free and Reduced-price Lunch (FRPL)



LUNCH PROGRAMS	STUDENTS	PERCENTAGE
Did not apply	118	16.1%
Applied, not eligible	11	1.5%
Eligible for free lunch	479	65.3%
Eligible for reduced price lunch	49	6.7%
FRPL School	1	0.1%
Not reported	76	10.4%
Grand Total:	734	100.0%

7. What was the enrollment by grade level of Opportunity Scholarship students in private schools during the 2005-2006 school year?

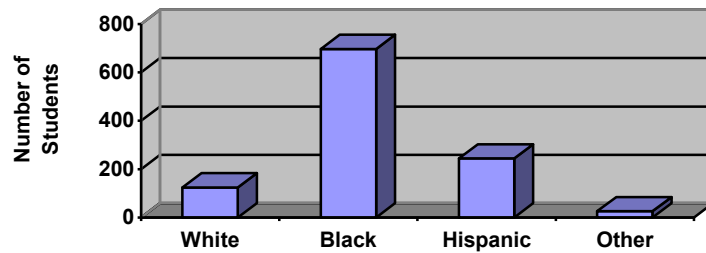
OSP Student Enrollment by Grade Level



GRADE LEVEL	STUDENTS	PERCENTAGE
K	6	0.8%
1 st	17	2.3%
2 nd	21	2.9%
3 rd	62	8.4%
4 th	63	8.6%
5 th	70	9.5%
6 th	49	6.7%
7 th	51	6.9%
8 th	44	6.0%
9 th	74	10.1%
10 th	72	9.8%
11 th	114	15.5%
12 th	91	12.4%
Grand Total:	734	100.0%

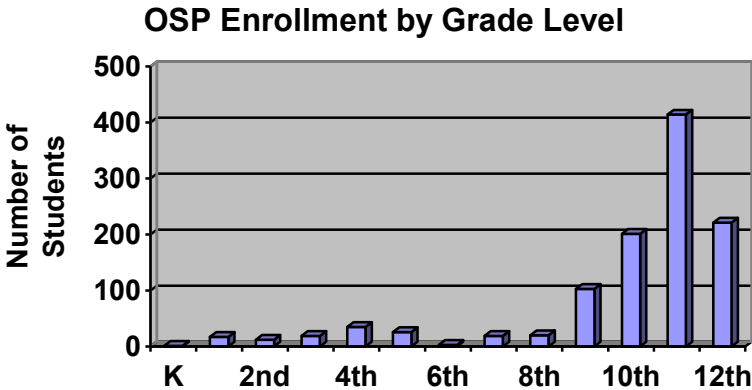
8. What are the demographics of students who benefited from Opportunity Scholarships to higher performing public schools during the 2006-2007 school year?

OSP Student Racial/Ethnic Enrollment



RACE	STUDENTS	PERCENTAGE
White	124	11.4%
Black	697	63.9%
Hispanic	244	22.4%
Other	26	2.4%
Grand Total:	1,091	100.0%

9. What was the enrollment by grade level of Opportunity Scholarship students in higher performing public schools during the 2006-2007 school year?



GRADE LEVEL	STUDENTS	PERCENTAGE
K	1	0.1%
1 st	17	1.6%
2 nd	12	1.1%
3 rd	19	1.7%
4 th	35	3.2%
5 th	26	2.4%
6 th	3	0.1%
7 th	19	1.7%
8 th	20	1.8%
9 th	103	9.5%
10 th	201	18.4%
11 th	414	38.0%
12 th	221	20.3%
Grand Total:	1,091	100.0%

10. Has any research been done on this program?

Yes. Jay P. Greene, Ph.D. and Marcus A. Winters “When Schools Compete: The Effects of Vouchers on Florida Public School Achievement,” August 2003, Manhattan Institute for Policy Research.

The results of the Manhattan Institute’s research demonstrate the following:

- Florida’s low-performing schools are improving in direct proportion to the challenge they face from voucher competition. These improvements are real, not the result of test gaming, demographic shifts, or the statistical phenomenon of “regression to the mean.”
- Schools already facing competition from vouchers showed the greatest improvements of all five categories of low-performing schools, improving by 9.3 scale score points on the FCAT math test, 10.1 points on the FCAT reading test, and 5.1 percentile points on the Stanford-9 math test relative to Florida public schools that were not in any low-performing category.
- Schools threatened with the prospect of vouchers showed

Opportunity Scholarships

	<p>the second greatest improvements, making relative gains of 6.7 scale points on the FCAT math test, 8.2 points on the FCAT reading test, and 3.0 percentile points on the Stanford-9 math test.</p> <ul style="list-style-type: none"> • Low-performing schools that have never received any grade other than a D, or that have received at least one D since FCAT grading began, produced small and indistinguishable gains, respectively, relative to Florida public schools that were not low-performing. While these schools were similar to schools facing voucher competition, they failed to make similar gains in the absence of competitive incentives. • Some researchers theorize that failing schools improve because of the stigma of a failing grade rather than the threat of voucher competition. The results of this study contradict this theory. Schools that received one F in 1998-99 but none since are no longer exposed to the potential of voucher competition. These schools actually lost ground relative to non-low-performing Florida public schools; thus, supporting the conclusion that once the threat of vouchers goes away, so does the incentive for failing schools to improve.
<p>11. What are the applicable statutes and rules?</p>	<p>Section 220.187(3), F.S. – CTC Scholarship Program Eligibility. Section 1002.38, F.S. – Opportunity Scholarship Program. Section 1008.33(1), F.S. – Definition of “2 years in a 4-year period.”</p> <p>Rule 6A-6.03315, F.A.C. – Private School Scholarship Compliance Form.</p>
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (850) 447-1636 www.floridaschoolchoice.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council

**Private School Accountability in
State School Choice Scholarship
Programs**

**Fact
Sheet**

January 2008

<p>1. Which private schools must comply with the accountability measures?</p>	<p>Only Florida private schools participating in state school choice educational scholarship programs must comply with the accountability measures; e.g., private schools participating in the Corporate Income Tax Credit (CTC) Scholarship Program and the McKay Scholarships for Students with Disabilities Program. Such private schools must also comply with the requirements generally applicable to all private schools under s. 1002.42, F.S., and, as appropriate, with requirements specified in the CTC and McKay Scholarship Program laws.</p>
<p>2. What are the fiscal and operational accountability requirements for participating private schools?</p>	<p>Florida private schools participating in state school choice educational scholarship programs are required to:</p> <ul style="list-style-type: none">• Comply with the antidiscrimination provisions of 42 U.S.C. s. 2000d.• Notify the Florida Department of Education (DOE) of intent to participate in the program.• Notify the DOE of any change in school's name, director, mailing address, or physical location within 15 days after the change.• Complete student enrollment and attendance verification requirements prior to scholarship payment.• Annually complete and submit to the DOE a notarized scholarship compliance statement certifying all required persons have undergone a background screening.• Demonstrate fiscal soundness and accountability by being in operation for at least three school years or obtaining a surety bond or letter of credit and by requiring parents to restrictively endorse the scholarship warrant to the school.• Meet applicable state and local health, safety, and welfare laws, codes, and rules.• Employ or contract with teachers who hold baccalaureate or higher degrees, have at least three years teaching experience, or have special skills, knowledge, or expertise that qualifies them to provide instruction in subject areas taught.• Require each employee and contracted personnel with direct student contact, upon employment or engagement to provide services, to undergo a state and national background screening.

Private School Accountability in State School Choice Programs

<p>3. Who is an employee or contracted personnel with direct student contact?</p>	<p>An employee or contracted personnel with direct student contact is any employee or contracted personnel who has unsupervised access to a scholarship student for whom the private school is responsible. Such personnel does not include volunteers.</p>
<p>4. What is the penalty for continued employment of a person that has failed the background screening?</p>	<p>A private school that continues the employment of an employee or contracted personnel after notification that he or she has failed the background screening will be ineligible to participate in the state school choice scholarship program.</p>
<p>5. What are the applicable statutes and rules?</p>	<p>Section 220.187, F.S. – Credits for contributions to nonprofit scholarship-funding organizations. Section 1002.39, F.S. – The John M. McKay Scholarship for Students with Disabilities Program. Section 1002.42, F.S. – Private Schools. Section 1002.421, F.S. – Accountability of private schools participating in state school choice scholarship programs.</p> <p>Rule 6A-6.03315, F.A.C. – Private School Scholarship Compliance.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>Florida House of Representatives Schools & Learning Council (850)488-7451</p>



Schools & Learning Council

Home Education

Fact Sheet

January 2008

1. What is home education?	Home education is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the statutory school attendance requirements.
2. Who can teach in a home education setting?	Any parent or guardian who complies with the reporting, record keeping, and student evaluation requirements specified in statute may conduct a home education program. The parent is not required to be a certified teacher.
3. What are the responsibilities of parents who establish a home education program?	A parent who conducts a home education program must: <ul style="list-style-type: none">• Send a written notice of intent to the district school superintendent of the county in which the parent resides;• Maintain a portfolio of records, consisting of a log of educational activities, writings, worksheets, and creative materials used or developed by the student;• Make the portfolio available for inspection by the district school superintendent upon a 15-day written notice;• Provide an annual educational evaluation of the student's educational progress;• Preserve the student's portfolio for two years; and• Submit a letter of termination within 30 days of completion of the home education program.
4. How is the educational progress of home education students evaluated?	The parent may select the method of evaluation from: <ul style="list-style-type: none">• A review of the portfolio and discussion with the student by a Florida certified teacher chosen by the parent;• A nationally normed student achievement test administered by a certified teacher;• A state student assessment test administered by a certified teacher at a location and under testing conditions approved by the school district;• An evaluation by a psychologist holding a valid, active license; or• An evaluation by any other valid measurement tool that is mutually agreed upon by the superintendent and the parent.
5. What oversight does the state or the school district have over home education programs?	A copy of the student's annual education evaluation must be filed in the superintendent's office. If the student does not demonstrate progress commensurate with his or her abilities, based on the annual education evaluation, the superintendent is required to notify the parents that they have one year to provide remedial

	<p>instruction. At the end of that year, the student will only be allowed to continue in a home education program if re-evaluation shows acceptable educational progress. The district superintendent may inspect a home education student's portfolio at any time, upon 15 days written notice, but is not required to do so. The state or school district may not prescribe a curriculum or course of study for home education programs.</p>
<p>6. Can home education students attend public school part-time or for selected courses?</p>	<p>Students with identified disabilities who qualify for exceptional student education (ESE) classes may participate in those classes for exceptional students offered in the public schools. School districts are <i>not</i> required to provide course work or instruction on a part-time basis for gifted or non-ESE home education students. School districts may opt to implement policies allowing for such attendance, but such policies are not mandated by the state.</p>
<p>7. May a home education student participate in public school extracurricular activities?</p>	<p>Yes. An eligible home education student may participate in extracurricular activities at the public school to which the student would be assigned according to district school attendance area policies, at the public school which the student could choose to attend pursuant to district or interdistrict controlled open enrollment policies, or at a nonpublic school pursuant to a participation agreement. Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day. If a class is required to take part in the extracurricular activity, such as band class during the day in order to take part in the marching band, the home education student must be afforded the opportunity to enroll for the class. The district may report such a student for full-time equivalent (FTE) purposes on a part-time basis.</p> <p>Eligibility for participation is based on the following:</p> <ul style="list-style-type: none"> • The student must be registered in a home education program which meets the requirements of Florida law. • The student must meet the same residency, acceptance, behavior, and performance requirements as other students in the school where he or she participates. • The student must register his or her intent to participate with the school before the beginning date of the season for the activity in which he or she wishes to participate. • During the period of participation, the student must demonstrate educational progress in all subjects and maintain a G.P.A. of 2.0 by a method of evaluation mutually agreed upon by the student's parent and

	<p>the principal of the school. A public school student who has not maintained academic eligibility may not participate in extracurricular activities as a home education student until he or she successfully demonstrates educational progress in a home education program for one grading period.</p> <p>Public schools may not belong to any governing organization that discriminates against an eligible home education student.</p>
<p>8. What are the provisions for students who exhibit a pattern of nonattendance to enroll in a home education program?</p>	<p>If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program, the district school superintendent must provide the parent with a copy of the home education law and the accountability requirements of the truancy law. The superintendent must also refer the parent to a home education review committee. The parent must submit the student's portfolio to the home education review committee within the first 30 calendar days and every 30 days thereafter until the committee determines that the home education program is in compliance. Failure to provide a portfolio will result in termination of the home education program by the superintendent.</p> <p>The review committee is composed of the school district home education contact person and at least two home educators selected by the parent from a list of eligible home education parents maintained by the district.</p>
<p>9. What acceleration mechanisms are provided for students in a home education program?</p>	<p>Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination at community colleges and universities. Home education students may enroll directly with the postsecondary institution or use the district's interinstitutional articulation agreement. If the home education student enrolls through the district's interinstitutional articulation agreement, the district may earn FTE and must provide instructional materials.</p>
<p>10. What type of diploma do home education students receive?</p>	<p>School districts, adult high schools, and community colleges may not provide regular high school diplomas to home education students. A home education student may take the General Educational Development (GED) test and be awarded a Florida GED diploma if the student receives a passing score. Thus, some parents choose to utilize a curriculum provider that offers a credentialed diploma to the student.</p>

<p>11. Are home education students eligible for Bright Futures Scholarships?</p>	<p>Yes. Home education students may be eligible for a Bright Futures Scholarship if they are registered as home education students during the 11th and 12th grades. Official documentation of appropriate SAT or ACT test scores as determined by the Department of Education is required.</p>																																	
<p>12. How many students in Florida are registered in home education programs?</p>	<p>The following chart shows the historical increase in the number of students and families involved in home education programs:</p> <table border="1" data-bbox="678 583 1464 930"> <thead> <tr> <th>School Year</th> <th>Families*</th> <th>Students**</th> </tr> </thead> <tbody> <tr> <td>1997-1998</td> <td>21,507</td> <td>31,440</td> </tr> <tr> <td>1998-1999</td> <td>21,881</td> <td>33,219</td> </tr> <tr> <td>1999-2000</td> <td>26,656</td> <td>37,196</td> </tr> <tr> <td>2000-2001</td> <td>27,792</td> <td>41,128</td> </tr> <tr> <td>2001-2002</td> <td>29,417</td> <td>44,460</td> </tr> <tr> <td>2002-2003</td> <td>30,892</td> <td>45,333</td> </tr> <tr> <td>2003-2004</td> <td>32,166</td> <td>47,151</td> </tr> <tr> <td>2004-2005</td> <td>35,377</td> <td>51,110</td> </tr> <tr> <td>2005-2006</td> <td>36,149</td> <td>52,613</td> </tr> <tr> <td>2006-2007</td> <td>36,939</td> <td>55,822</td> </tr> </tbody> </table> <p>*Number of families statewide that registered their intent to establish home education programs. **Number of students statewide who participated in home education programs.</p>	School Year	Families*	Students**	1997-1998	21,507	31,440	1998-1999	21,881	33,219	1999-2000	26,656	37,196	2000-2001	27,792	41,128	2001-2002	29,417	44,460	2002-2003	30,892	45,333	2003-2004	32,166	47,151	2004-2005	35,377	51,110	2005-2006	36,149	52,613	2006-2007	36,939	55,822
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<p>13. What are the applicable statutes?</p>	<p>Section 1002.01(1), F.S. -- Definitions. Section 1002.41, F.S. -- Home Education Programs. Section 1003.01 (13), F.S. -- Definitions. – Regular school attendance. Section 1003.21.(1)(b), F.S. -- School Attendance. Section 1003.26(1)(f), F.S. -- Enforcement of school attendance. Section 1006.15, F.S. -- Student standards for participation in interscholastic extracurricular student activities; regulation. Sections 1009.531, 1009.534, 1009.535 and 1009.537, F.S. Bright Futures Scholarship Program.</p>																																	
<p>14. Where can I get additional information?</p>	<p>Florida Department of Education Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>General Education Development (GED) information: Toll free phone: 1-800-237-5113</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>																																	



Schools & Learning Council
Charter School Districts

Fact Sheet

January 2008

<p>1. What are charter school districts?</p>	<p>In 1999, the Legislature established the Charter School Districts Pilot Program authorizing the State Board of Education (SBE) to enter into a performance contract with a maximum of six school districts for the purpose of establishing them as charter school districts. Under this program, four school districts (Hillsborough, Orange, Palm Beach, and Volusia Counties) began to operate as pilot charter school districts. In these districts the school board agreed to comply with certain performance goals contained in a performance contract that was approved by the SBE. In return, the districts were granted statutory and rule exemptions.</p> <p>In 2003, the Legislature eliminated the Charter School District Pilot Program and replaced it with a statewide program allowing the creation of <i>academic performance-based charter school districts</i>. The new program is open to all high performing school districts.</p>
<p>2. How many charter school districts exist in Florida?</p>	<p>There are four charter school districts in Florida (Volusia County School District, Hillsborough County School District, Orange County School District, and Palm Beach County School District). These districts were created under the 1999 pilot program, and have had their status grandfathered in until no later than July 1, 2010, at which time if they wish to continue to hold a charter they must conform to the standards applicable to <i>academic performance-based charter school districts</i>. See Ch. 2007-234, L.O.F.</p> <p>As of November 2007, no academic performance-based charter school districts have been created under the requirements of the program established by the Legislature in 2003.</p>
<p>3. What is an academic performance-based charter school district?</p>	<p>An academic performance-based charter school district is one that is granted statutory and rule exemptions based upon its record as a high performing school district as determined by the grades its public schools achieve. In order to be classified as “high performing” a school district must have at least 50% of its schools achieving grades of “A” or “B” for two consecutive years with no school earning two consecutive “D’s” or “F’s” during the same period.</p>
<p>4. How does a charter school district become an academic performance-based</p>	<p>Provided that a school district meets the “high performing” criteria, the SBE may, upon application by the district, grant a pre-charter agreement giving the district limited flexibility and direction for developing the full academic performance-based charter school district contract. Once that contract is</p>

Charter School Districts

<p>charter school district?</p>	<p>completed and approved by the SBE, the district becomes an academic performance-based charter school district with expanded administrative flexibility and exemption from specified state statutes and rules.</p>
<p>5. Is an academic performance-based charter school district required to have new or converted charter schools in the district?</p>	<p>No. Neither a charter school district under the pilot program nor an academic performance-based charter school district is statutorily required to have charter schools residing within it.</p>
<p>6. How long does academic performance-based charter school district status last?</p>	<p>Under the academic performance-based charter school district program, each qualifying district is granted an indefinitely renewable one-year charter. If at the end of any given year that district still qualifies based upon its school grades, the charter is renewed. If at the end of the year the district no longer qualifies on the basis of school grades, the district is given one year to come back into compliance. If it fails to do so by the end of the one-year extension, the charter is to be terminated.</p>
<p>7. Does a charter school district have a governing board?</p>	<p>Yes. The governing board of a charter school district is the district's elected school board members. The governing board is responsible for supervising all schools in the school district. Additionally, the governing board is authorized to convert its existing public schools to charter schools or establish performance-based contractual relationships with its public schools for the purpose of providing them with greater autonomy in return for performance accountability.</p>
<p>8. Are charter school districts exempt from state statutes?</p>	<p>An academic performance-based charter school district is exempt from rules and statutes in accordance with its charter, as approved by the SBE. The SBE must determine if the exemption will help the district maintain or improve its high-performing status. However, the SBE may not exempt a charter school district from statutes pertaining to:</p> <ul style="list-style-type: none"> • Provision of services to students with disabilities; • Civil rights. • Student health, safety and welfare. • Election or compensation of school board members. • Student assessment program and school grading system, including Chapter 1008, F.S. • Financial matters, including Chapter 1010, F.S. • Planning and budgeting, including Chapter 1011, F.S., except for Sections 1011.64 and 1011.69, F.S. • Sections 1012.22(1)(c) and 1012.27(2), F.S., relating to performance pay policies. • Educational facilities, including Chapter 1013, F.S. <p>Charter school districts must comply with statutes pertaining to public records and meetings, financial disclosure by elected officials, and conflicts of interest by elected officials.</p>

9. What waivers have been granted by the SBE for charter school districts?

Volusia County Waivers		
All waiver requests are available on district website: http://www.volusia.k12.fl.us/charter .		
Statute	SBE Rule	Description
1001.452		Waives the requirement that the School Advisory Council be composed of members who represent the economic community served by the school.
1003.26		Waives the requirement that parents be notified in writing of absences.
1003.27		Waives the penalties for habitual truancy/ nonattendance.
1003.43		Waives the requirement that all high school students take one full credit of physical education and maintenance of personal fitness. This waiver allows high school students to use 1/2 credit of marching band for PE towards their one credit requirement.
1003.43 (7)(d)		Waives the requirement that a parent must sign the written assessment when a child is enrolled in Level 1 course.
1003.436		Waives the 135 hours of class time per high school credit requirement.
1003.53		Waives the requirement that the certified mail, return receipt requested notification be returned by parents within three days of receipt prior to placement in a dropout prevention program.
1004.04		Waives the requirement for administrators who supervise or direct teacher preparation students during field experience courses or internships have evidence of "clinical educator" training and successfully demonstrate effective classroom management strategies that consistently result in improved student performance.
1006.37		Waives the requirement that state approved instructional materials be purchased from the publisher's depository with whom a contract has been made.
1006.40		Waives the requirement that at least 50% of the instructional materials budget must be spent on state approved materials.
1008.25		Waives the procedures and protocol requirements for Academic Improvement Plans for remediation.
1011.62		Waives the restriction that students in grades 7-12 and with more than four semesters of exploratory career education may not be counted for FTE.
1011.64		Waives the requirement that PECO dollars be expended on needed projects as shown by the district's survey which must be compiled in accordance with established space allocations.
1012.42(2)	6A-1.0503	Waives the requirement that students' parents be notified in writing with the names of all teachers currently teaching out of field.
1013.03(10)(a)1		Waives the requirement that DOE review education plant surveys to verify that student station and auxiliary space allocations do not exceed statutory limits and related rules.
1013.20		Waives the requirement that portables be accessible by adequately covered walkways.
1013.68		Waives the requirement that Classroom First funds will only be received and spent if the district certifies that it has no unmet needs for permanent classrooms in its five-year capital outlay work plan. The waiver will not change the district's previous election under s. 1013.68, F.S., to pledge moneys to pay debt service on issued bonds.
1013.72		Waives the requirements related to allocation of space; however, the waiver does not apply to cost per student station caps.
	6A.1.012	Waives the requirements that all purchases made be based on requisitions.

Hillsborough County Waivers		
Statute	SBE Rule	Title
1001.452		Waives the requirement that the School Advisory Council be composed of members who represent the economic community served by the school.
1003.33		Waives the use of the required format and rules for determining student performance and restricts the school board's ability to determine their own grading policy.
1003.43(1)(j)	6A-1.0953/6A-1.09532	Waives the requirement that all high school students take one full credit of physical education and maintenance of personal fitness. This waiver allows high school students to use 1/2 credit of marching band for PE towards their one credit requirement.
1003.43(7)(d)		Waives the requirement that a parent must sign the written assessment when a child is enrolled in Level 1 course.
1003.436		Waives the 135 hours of class time per high school credit requirement.
1003.53(5)		Waives the requirement that the certified mail, return receipt requested notification be returned by parents within three days of receipt prior to placement in a dropout prevention program.
1004.04(5)(a)		Waives the requirement for administrators who supervise or direct teacher preparation students during field experience courses or internships have evidence of "clinical educator" training and successfully demonstrate effective classroom management strategies that consistently result in improved student performance.
1006.37		Waives the requirement that state approved instructional materials be purchased from the publisher's depository with whom a contract has been made.
1006.40(3)(a)		Waives the requirement that at least 50% of the instructional materials budget must be spent on state approved materials.
1008.25(4)(b)		Waives the procedures and protocol requirements for Academic Improvement Plans for remediation.
1008.345(2)	6A-1.09981(3)(4)	Waives the requirement that a program of school improvement include the determination of whether or not adequate progress is made.
1010.20(2)(a)		Waives the requirement for the reporting of in-service and categorical in-service expenditures on district disaggregated basis.
1011.62		Waives the restriction that students in grades 7-12 and with more than four semesters of exploratory career education may not be counted for FTE.
1012.56		Waives the requirement that a teacher with a three-year temporary certificate must pass the general knowledge test within one year of issuance of the temporary certificate.
1013.03(10)(a)		Waives the requirement that DOE review education plant surveys to verify that student station and auxiliary space allocations do not exceed statutory limits and related rules.
1013.20		Waives the requirement that portables be accessible by adequately covered walkways.
	6A-1.0503	Waives the definition of qualified instructional personnel.

Orange County Waivers		
Statute	Rule	Title
1003.436		Waives the requirement that one full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board.
1003.53		Waives the requirement that the certified mail, return receipt requested notification be returned by parents within three days of receipt prior to placement in a dropout prevention program.
1006.37		Waives the requirement that state approved instructional materials be purchased from the publisher's depository with whom a contract has been made.
1006.40		Waives the requirement that at least 50% of the instructional materials budget must be spent on state approved materials.
1009.27		Waives the law that applies to students enrolled in workforce development programs who are reported for funding through the Workforce Development Educational Fund.
1011.62		Waives the restriction that students in grades 7-12 and with more than four semesters of exploratory career education may not be counted for FTE.
1012.56		Waives the requirement that a teacher with a three- year temporary certificate must pass the general knowledge test within one year of issuance of the temporary certificate.
1013.28		Waives the law that prevents the sale of property by direct negotiation.
1013.31		Waives the requirements that address the calculation of capacity for design and for determining need. The waiver does not apply to capital outlay and debt service funds.
1013.69		Waives the law that requires full bonding for participation in Classrooms First, the School Infrastructure Thrift (SIT) Program, or the Effort Index Grants Program.
	6A-1.012	Waives the requirements that all purchases made be based on requisitions.
	6A-1.0503	Waives the requirement for school board approval of out-of-field teacher assignments before the FTE survey week which follows the hire date of a prospective teacher.

Palm Beach Waivers		
Statute	SBE Rule	Title
1013.03(10)(a)		Waives the requirement that DOE review education plant surveys to verify that student station and auxiliary space allocations do not exceed statutory limits and related rules.
1013.64(6)(b)1		Waives the law prohibiting a district school board, including a district school board of an academic performance-based charter school district, from using funds from the following sources: Public Education Capital Outlay and Debt Service Trust Fund; School District and Community College District Capital Outlay and Debt Service Trust Fund; Classrooms First Program funds; effort index grant funds; nonvoted 2-mill levy of ad valorem property taxes; Classrooms for Kids Infrastructure Program funds; or District Effort Recognition Program funds for any new construction of educational plant space with a total cost per student station, including change orders, that equals more than: \$12,755 for an elementary school, \$14,624 for a middle school, or \$19,352 for a high school, (January 2002) as adjusted annually to reflect increases or decreases in the Consumer Price Index.
1013.72		Waives the requirements related to allocation of space; however, the waiver does not apply to cost per student station caps.
	6A-1.0503	Waives the requirement for school board approval of out-of-field teacher assignments before the FTE survey week which follows the hire date of a prospective teacher.
03.436(2)		Waives the requirement relating to awarding credit for high school graduation.
1006.28(3)(b)		Waives requirement that principal must collect money for lost or damaged instructional materials.

10. What are the applicable statutes?	Section 1003.62, F.S. -- Academic performance-based charter school districts.
11. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Charter Schools -- Overview

Fact Sheet

January 2008

<p>1. What are charter schools?</p>	<p>Charter schools are public schools that operate under a performance contract, or a “charter,” which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results. The charter contract between the charter school governing board and the sponsor details the school’s mission, program, goals, students served, methods of assessment, and ways to measure success. The initial charter term is granted for four or five years.</p> <p>The legislative guiding principles behind charter schools are to meet high standards of student achievement while increasing parental choice, to align responsibility with accountability, and to provide parents information on the reading levels and learning gains of their children.</p> <p>Charter schools are required to improve student learning, increase learning opportunities with special emphasis on low performing students and reading, encourage innovative learning methods, and measure learning outcomes. Charter schools may create innovative measurement tools, provide competition to stimulate improvement in traditional schools, expand the capacity of the public school system, mitigate the educational impact created by the development of new residential units, and create new professional opportunities for teachers.</p>
<p>2. Who can sponsor a charter school?</p>	<p>School districts and the Florida Schools of Excellence Commission can sponsor charter schools. State universities may sponsor a lab school. State universities, municipalities, community colleges, and regional educational consortia may co-sponsor charter schools if authorized by the Florida Schools of Excellence Commission.</p> <p>A school district may apply to be the exclusive sponsor of charter schools within its county by submitting a written resolution to the State Board of Education (SBE). If the SBE grants the school district’s application, the district is the exclusive sponsor. Otherwise, a charter school applicant may apply to either the school district or the Florida School of Excellence Commission or one of the Commission’s cosponsors. (Refer to the Charter Schools –Florida Schools of Excellence Commission Fact Sheet.)</p>
<p>3. How many charter schools are currently operating in</p>	<p>Since 1996, the first year that charter schools were authorized by the Legislature, the number of charter schools</p>

<p>Florida?</p>	<p>operating in Florida has grown from five to 356 in 2006-2007. The five schools in 1996 served 574 students and the 356 schools during the past school year served 98,755 students. Growth is likely to continue due to the removal of the limit on the number of newly-created charter schools in a district by the 2003 Legislature.</p>																																										
<p>4. Who is eligible to attend charter schools?</p>	<p>Charter schools are open to all students residing within the district. Enrollment preference may be given to siblings of current charter school students, children of a member of the charter school governing board, or children of charter school employees.</p> <p>A charter school may limit the enrollment process in order to target the following student populations:</p> <ul style="list-style-type: none"> • Students within specific age groups or grade levels. • Students considered at risk of dropping out of school or of academic failure. • Students who wish to enroll in a charter school-in-the-workplace or a charter school-in-a-municipality. • Students residing within a reasonable distance of the charter school. • Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school. • Students articulating from one charter school to another. 																																										
<p>5. How do the demographic characteristics of students in charter schools compare with students in traditional public schools?</p>	<p>The table below compares the characteristics of students enrolled in charter schools with those of students enrolled in traditional public schools.</p> <p align="center">2006-2007 Demographic Data for Charter School Students Compared to Traditional Public School Students</p> <table border="1" data-bbox="691 1226 1479 1822"> <thead> <tr> <th colspan="3">Ethnic Student Population</th> </tr> <tr> <th>Ethnic</th> <th>Charter Schools</th> <th>Traditional Schools</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>42%</td> <td>47%</td> </tr> <tr> <td>African American</td> <td>23%</td> <td>23%</td> </tr> <tr> <td>Hispanic</td> <td>30%</td> <td>24%</td> </tr> <tr> <td>Asian</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>American Indian</td> <td>.03%</td> <td>.03%</td> </tr> <tr> <td>Multiracial</td> <td>3%</td> <td>3%</td> </tr> <tr> <th colspan="3">Educational Needs</th> </tr> <tr> <th>Need</th> <th></th> <th></th> </tr> <tr> <td>Exceptional Student Education (ESE)</td> <td>11.4%</td> <td>14.7%</td> </tr> <tr> <td>Limited English Proficiency</td> <td>9.8%</td> <td>11.9%</td> </tr> <tr> <th colspan="3">Economic Indicator</th> </tr> <tr> <td>Free or Reduced Price Lunch Eligible</td> <td>35%</td> <td>46%</td> </tr> </tbody> </table>	Ethnic Student Population			Ethnic	Charter Schools	Traditional Schools	White	42%	47%	African American	23%	23%	Hispanic	30%	24%	Asian	2%	2%	American Indian	.03%	.03%	Multiracial	3%	3%	Educational Needs			Need			Exceptional Student Education (ESE)	11.4%	14.7%	Limited English Proficiency	9.8%	11.9%	Economic Indicator			Free or Reduced Price Lunch Eligible	35%	46%
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<p>6. How are charter schools created, organized, and</p>	<p>Charter schools are created when an individual, a group of parents or teachers, a business, a municipality, or a legal</p>																																										

<p>operated?</p>	<p>entity submits an application to the sponsor; the sponsor approves the application; the applicants form a governing board that negotiates a contract with the sponsor; and the applicants and sponsor agree upon a charter or contract.</p> <p>A state university may grant a charter to the university lab school and is considered to be the school's sponsor. The negotiated contract outlines expectations of both parties regarding the school's academic and financial performance.</p> <p>A charter school is organized and privately <i>operated</i> by teachers, parents, community leaders, businesses, or legal entities (which may include a for-profit management company). The charter school may serve at-risk students, offer a specialized curriculum or core academic program, provide early intervention programs, or serve exceptional education students.</p> <p>Charter schools contracting with for-profit management companies for education and/or management services represented about 26% of charter schools in Florida in 2005-2006.</p>
<p>7. How does the application process work for a charter school?</p>	<p>A sponsor receives and reviews all charter school applications and, within 60 days of receipt, must approve or deny the application. All charter applications must:</p> <ul style="list-style-type: none"> • Demonstrate how the school will use the guiding principles. • Provide a detailed curriculum. • Contain goals and objectives for improving student learning. • Describe the separate reading curricula and strategies. • Contain an annual financial plan. <p>If a sponsor denies an application, it must provide specific written reasons, based upon good cause, for its denial within 10 calendar days of the denial, and it must provide the letter of denial and supporting documentation to the applicant and the Department of Education (DOE).</p> <p>If the district is the exclusive sponsor, the charter school applicant then has 30 calendar days to file an appeal with the SBE after the denial of, or failure to act upon, an application. The SBE's decision is a final action subject to judicial review in the district court of appeal.</p> <p>If the district has not been granted exclusive authority, the charter school applicant's right to appeal is contingent on having submitted an application to both the district and the Florida Schools of Excellence Commission or one of its cosponsors. (Refer to the Charter Schools –Florida Schools of Excellence Commission Fact Sheet.)</p>

<p>8. What is the Charter School Appeal Commission?</p>	<p>The Charter School Appeal Commission assists the SBE in reviewing appeals from:</p> <ul style="list-style-type: none"> • The denial of charter applications; • The non-renewal or termination of charter contracts; and • Disputes over contract negotiations that have not been resolved through mediation. <p>During the 2006-2007 school year, the Charter School Appeal Commission convened to hear 9 charter school appeals. The SBE adopted the Commission's recommendations 78% of the time.</p> <p>The eight-member Commission is comprised of four charter school operators and four sponsors, who are appointed by the Commissioner of Education. The Commissioner, or his or her designee, serves as the chair of the Commission.</p>
<p>9. Once an application has been approved what must the charter contain?</p>	<p>Current law requires charters to contain the following:</p> <ul style="list-style-type: none"> • The school's mission, the students and their ages, and the grades that will be included in the charter school. • The focus of the school's curriculum, the instructional methods that will be used, any distinctive instructional techniques that will be employed, and the identification and acquisition of technology needed to improve educational and administrative performance. • Assurance that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The reading curriculum and the instructional strategies for implementation <i>must</i> be consistent with the Sunshine State Standards and be grounded in scientifically based reading research. • The current incoming baseline standard of individual student achievement, the outcomes that will be achieved, and the method of measurement that will be used. • Methods that will be used to identify the educational strengths and needs of students. • The method for determining if a student satisfies high school graduation requirements. • The method for resolving conflicts between the governing body of the charter school and the sponsor. • Admission and dismissal procedures, as well as the school's student conduct code. • Methods by which the charter school will achieve a racial/ethnic balance reflective of the community it serves or other public schools within the same school district. • Financial and administrative management of the charter school. • Incorporation of asset and liability projections required in the application into the charter to facilitate comparison with information provided in the charter school's annual report. • Specific provisions regarding audit, safety, insurance,

	term, facilities, teacher qualifications, governance, and timetable provisions.
10. What specific statutory requirements apply to charter school operations?	<p>A charter school must:</p> <ul style="list-style-type: none"> • Be nonsectarian in its programs, admission policies, employment practices, and operations. • Admit students as specified in Question 3. • Be accountable to its sponsor for its performance. • Not charge tuition and fees. • Comply with all applicable state and local health, safety, and civil rights requirements. • Not discriminate on the basis of race, national origin, sex, handicap, or marital status. • Subject itself to an annual financial audit. • Maintain all financial records that constitute its accounting system in accordance with current law. • Annually adopt and maintain an operating budget. • Fully participate in the state’s education accountability program.
11. Are charter schools exempt from state statutes?	<p>Charter schools are generally exempt from the Florida K-20 Education Code (Chapters 1000-1013, F.S.), except those statutes specifically applying to charter schools; pertaining to student assessment and school grading; pertaining to the provision of services to students with disabilities; pertaining to civil rights; and pertaining to student health, safety, and welfare.</p> <p>Charter schools are not exempt from any statute governing public records; public meetings and records; public inspection; and penalties.</p> <p>In addition, charter schools are exempt from compliance with the State Requirements for Educational Facilities, but are required to comply with the Florida Building Code and the Florida Fire Prevention Code. A local governing authority may not impose local building requirements more stringent than those in the Florida Building Code. Charter schools are also exempt from fees charged for building and occupational licenses, service availability fees, and assessments for special benefits.</p>
12. Are charter schools eligible to participate in the merit award pay program for instructional personnel and school-based administrators?	<p>Yes. Charter schools are eligible for merit award pay plans. If a charter school follows a district’s salary schedule, the charter school is included within the district’s plan. However, if a charter school does not follow the district’s salary schedule or the district chooses not to adopt a plan, the charter school may adopt its own merit award pay plan pursuant to the requirements of the statute.</p>
13. What are conversion charter schools?	<p>Conversion charter schools are traditional public schools that have been converted to charter schools. The school must have operated for at least two years as a traditional public school (including a school-within-a-school) in a school district</p>

	<p>before conversion. Application for a conversion may be made by a parent, teacher, principal, district school board, or school advisory council and must be approved by a majority of the teachers and a majority of the parents. A majority of the parents must participate in the vote. Twenty conversion charter schools operated in Florida in 2006-2007, representing approximately 6% of the total number of charter schools in the state.</p> <p>The charter for a conversion charter school must identify the alternative arrangements that will be put in place to serve current students that choose not to attend the school after it is converted.</p> <p>Conversion charter schools are not eligible for charter school capital outlay funding if the conversion charter school operates in facilities provided to them by the school district.</p>
<p>14. What are community partnership charter schools?</p>	<p>Community partnership charter schools are sponsored by local school districts in partnership with outside entities. Any portion of a facility used for a charter school is exempt from ad valorem taxes. These schools target specific student populations or neighborhoods or focus on specific areas of interest. This category includes:</p> <ul style="list-style-type: none"> • Charter schools-in-the-workplace; • Charter schools-in-a-municipality; • Community college charter schools; and • Museum partnership charter schools focused on specific areas of interest. <p>Examples of museum partnership charter schools are Terrace Community Charter School in Hillsborough County and Palm Beach Maritime Academy in Palm Beach County.</p>
<p>15. What are charter schools-in-the workplace?</p>	<p>Charter schools-in-the-workplace are sponsored by local school districts in partnership with a company or business. Such charter schools usually target the children of the employees of a company or business. The business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of the employees of the business; and enrolls students according to the racial/ethnic balance reflective of the community or other public schools in the same school district.</p> <p>Examples of charter schools-in-the-workplace are Villages Charter Schools in Sumter County, JFK Medical Center Charter School in Palm Beach County, and Renaissance Elementary Charter School in Miami-Dade County.</p>
<p>16. What are charter schools-in-a-municipality?</p>	<p>Charter schools-in-a-municipality are sponsored by local school districts in partnership with a municipality. Such schools enroll students based upon a random lottery that involves all of the children of the residents of the municipality and according to the racial/ethnic balance reflective of the</p>

	<p>community or other public schools in the same school district.</p> <p>If a municipality applies to establish a charter school feeder pattern and the district school board has approved each individual charter for each elementary, middle, and high school in the feeder pattern, the schools are designated as one charter school. (Refer to Charter Schools Funding Fact Sheet).</p> <p>Examples of charter schools-in-a-municipality are the City of Pembroke Pines Charter Schools and Coral Springs Charter Schools in Broward County; Marco Island Charter School in Collier County; Kissimmee Charter School in Osceola County; and Aventura City of Excellence Charter School in Miami-Dade County.</p>
<p>17. What are community college charter schools?</p>	<p>Community college charter schools are statutorily authorized when a public community college, in cooperation with the school board or boards within the college's service area, develops a charter school that offers secondary education and allows students to obtain an associate's degree upon graduation from high school. Students have full access to all college facilities, activities, and services.</p> <p>Florida had six community college partnership schools operating in 2006-2007:</p> <ul style="list-style-type: none"> • Okaloosa-Walton Community College (OWCC): OWCC Collegiate High School in Okaloosa County. • St. Petersburg College: St. Petersburg Collegiate Charter School in Pinellas County. • Polk Community College (PCC): PCC Collegiate Charter School and PCC Chain of Lakes Collegiate High School in Polk County. • Indian River Community College-Chastain Campus: Clark Advanced Learning Center in Martin County. • Daytona Beach Community College: Advanced Technical Center in Volusia County.
<p>18. How do the instructional and administrative personnel of a charter school compare with the personnel of a traditional public school?</p>	<p>Florida Statutes require that teachers employed by or under contract with a charter school be certified in the same manner as all other public school teachers in Florida.</p> <p>On a statewide average, charter schools have 21% more instructional staff than traditional public schools and 4% more administrative staff than traditional public schools.</p>

<p>19. What are the applicable statutes and rules?</p>	<p>Section 1002.32 (2) and (9), F.S. – Developmental Research (Laboratory) Schools. Section 1002.33, F.S. – Charter Schools. Section 1002.335, F.S. – Florida Schools of Excellence Commission. Section 1012.225, F.S. – Merit Award Program for Instructional Personnel and School-Based Administrators.</p> <p>Rule 6A-6.0781, F.A.C. – Procedures for Appealing a District Board Decision Denying Application for Charter School. Rule 6A-6.7083, F.A.C. – District School Board Authority to Sponsor Charter Schools.</p>
<p>20. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Florida’s Charter Schools: A Decade of Progress</i>, November 2006. • Charter School Technical Assistance Papers: http://www.floridaschoolchoice.org/Information/Charter_Schools/technical_assistance.asp • <i>Student Achievement in Florida’s Charter Schools</i>, June 2005. <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <p>Reports:</p> <ul style="list-style-type: none"> • <i>Charter School Performance Comparable to Other Public Schools; Stronger Accountability Needed</i>, Report No. 05-21, April 2005. • <i>Charter School Review Technical Report</i>, Report No. 05-22, April 2005. • <i>Charter School Application Requirements Are Reasonable; Financial Management Problematic</i>, Report No. 05-11, March 2005. <p>Charter School Audits by the Florida Auditor General: http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



1. How are charter schools held accountable?

Charter schools are held accountable through the following means:

Parent and Student Choice: Parents choose whether to enroll their children in a charter or traditional public school. Dissatisfied parents of charter school students may withdraw them from the school. This creates an incentive for the charter school to provide quality educational programs for its students.

Contractual Accountability: Each charter school must enter into a performance contract with its sponsor, known as a charter. The charter lists specific objectives that the charter school must meet to remain in operation. A sponsor may close a charter school for good cause or if the school:

- Fails to participate in Florida's accountability system;
- Fails to meet the student performance outcomes agreed upon in the charter;
- Fails to meet generally accepted standards of fiscal management; or
- Violates the law.

Data provided by the Department of Education (DOE) indicates that a total of 96 charter schools were closed between 1996 and 2006. Of this number, 44 were closed by the sponsor; 46 were closed by the charter school governing board; 4 were closed pursuant to mutual agreement between the sponsor and charter school governing board; and two closures are of unknown origin.

Annual Reporting: Each charter school must submit an annual report to its sponsor. The sponsor then submits the report to the Commissioner of Education. At a minimum, each charter school's annual report must include:

- Student achievement data;
- Data on the financial status of the charter school;
- Documentation of the currently used and planned facilities; and
- Descriptive information about the charter school's personnel.

School Grading System: Charter schools are subject to the same accountability requirements applicable to

	<p>traditional public schools. Charter school students are required to take the Florida Comprehensive Assessment Test (FCAT). Charter schools receive school grades and are subject to the same school grading criteria as traditional public schools. (Refer to School Grades Fact Sheet.)</p> <p>Charter schools with less than 30 students do not receive grades because, according to DOE representatives, at least 30 students are required to obtain a valid sample size for school grading purposes. During the 2006-2007 school year, 46 charter schools had less than 30 students.</p> <p>The DOE is statutorily required to annually provide an analysis and comparison of the overall performance of charter school students to traditional public school students. The comparison is based on the student performance of charter school students as measured by the statewide assessment program and information reported in each school's annual progress report.</p>
<p>2. How are charter schools fiscally accountable?</p>	<p>Charter schools are included under the laws governing financial emergencies and reporting and are subject to review and oversight by the charter school sponsor.</p> <p>A charter school must notify the sponsor and the Legislative Auditing Committee when it is found to be in a state of financial emergency. A financial emergency is determined when any one of the following conditions occur due to lack of funds:</p> <ul style="list-style-type: none"> • Failure to pay short-term loans or make bond debt service or other long-term debt payments when due; • Failure to pay uncontested claims from creditors within 90 days after the claim is presented; • Failure to transfer at the appropriate time taxes withheld from employees, or employer or employee contributions for federal social security, pension, retirement or benefit plan; • Failure for one pay period to pay wages, salaries, or retirement benefits; or • Unreserved or total fund balance or retained earning deficit, or unrestricted or total net assets for which sufficient resources are not available to cover the deficit. <p>Financial audits that reveal a state of financial emergency and are conducted by a certified public accountant or auditor must be provided to the governing board of the charter school within seven working days. The school then must file a detailed financial recovery plan with the sponsor within 30 days after the receipt of the audit.</p>

<p>3. How are charter schools academically accountable?</p>	<p>Academic performance goals and measures are established in the charter. Annual performance is reported to the authorizer. Not meeting goals can be cause for non-renewal and/or termination.</p> <p>The director and a representative of any charter school that receives a school grade of D must appear before the sponsor at least once a year to address any noted deficiencies. At this meeting and in writing, the sponsor must communicate the services that will be provided to help the school address these deficiencies.</p> <p>A charter school that receives a school grade of D for two consecutive years or a grade of F must submit a school improvement plan to raise student achievement to its sponsor for approval. This plan will be implemented in the following school year.</p> <p>A charter school that fails to improve its student performance from the year immediately prior to implementing its school improvement plan will be put on probation by the sponsor. The school's governing board will be required to take one of the following corrective actions:</p> <ul style="list-style-type: none"> • Contract for the school's educational services; • Reorganize at the end of the school year under a new director or principal who will have the authority to hire new staff and implement a plan to address the inadequate progress; or • Reconstitute the school (terminate the existing charter contract and develop a new charter contract for the same school). <p>Any charter school placed on probation will continue these corrective actions until it improves its student performance from the year prior to implementing its school improvement plan.</p> <p>Any graded charter school that has submitted a school improvement plan or has been put on probation must appear before its sponsor at least once a year to inform the sponsor of the corrective strategies being implemented to improve student performance in accordance with its improvement plan. At this meeting and in writing, the sponsor must communicate the services that will be provided to help the school address any deficiencies.</p> <p>The sponsor may terminate the charter school at any time pursuant to s. 1002.33(8), F.S., which specifies causes for</p>
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	non-renewal or termination of charter.
<p>4. What are the responsibilities of the governing board?</p>	<p>The governing board of a charter school exercises continuing oversight over charter school operations. The governing board's responsibilities include:</p> <ul style="list-style-type: none"> • Overseeing financial and programmatic operations. • Adopting and maintaining an annual operating budget for the school. • Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit. • Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan. • Monitoring compliance of the financial recovery plan. • Preparing and submitting its annual progress report to the sponsor.
<p>5. What were the findings of the annual accountability report?</p>	<p>Of charter schools receiving a grade in 2006-2007 as part of Florida's A+ Plan, 81% received a grade of C or higher. In 2006-2007, 45% of Florida's charter schools met all the criteria for Adequate Yearly Progress, as compared with 34% of traditional public schools.</p> <p><i>Student Achievement in Florida's Charter Schools</i>, a report released by the DOE in June 2005, found that students entering charter schools often have lower math and reading developmental scale scores on the FCAT than their traditional public school counterparts. As a result, the average scores for Florida's charter school students often initially lag behind the average scores of traditional public school students. The achievement gap soon narrows, however, and student learning gains in charter schools match the learning gains of students in traditional public schools.</p>
<p>6. How are the constitutionally mandated class size reduction requirements being implemented in charter schools?</p>	<p>Annually, charter schools, in conjunction with their sponsors, are required to:</p> <ul style="list-style-type: none"> • Develop individualized class size reduction plans for the use of class size reduction funds. • Measure progress toward meeting school-level compliance. <p>All charter schools receive class size reduction funds, which is an operating categorical fund. Charter schools that are not in compliance with the constitutional maximums (Refer to Class Size Fact Sheet) may use the funds to help achieve the class size requirements. For those charter schools that achieve, and then maintain, the maximum allowable class sizes prior to the 2010 deadline, the funds may be used for operating expenses, with priority to be given to increasing teacher salaries.</p>

	<p>During 2006-2008, compliance with the class size reduction requirements for all public schools, including charter schools, must be measured at the school level. In 2008-2009, compliance must be measured at the classroom level. All Florida public schools, including charter schools, are required to be in full compliance with the constitutional provisions beginning in 2010-2011.</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 1002.32 (2) and (9), F.S. – Developmental Research (Laboratory) Schools. Section 1002.33, F.S. – Charter schools. Section 218.503, F.S. – Financial Emergencies.</p> <p>Rule 6A-1.09981, F.A.C. – Implementation of Florida’s System of School Improvement and Accountability.</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 24, Senate Bill 2800, Chapter 2007-72, L.O.F.</p>

<p>8. Where can I get additional information?</p>	<p>Florida Department of Education (DOE) Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Florida's Charter Schools: A Decade of Progress</i>, November 2006. • Charter School Technical Assistance Papers: http://www.floridaschoolchoice.org/Information/Charter_Schools/technical_assistance.asp • <i>Student Achievement in Florida's Charter Schools</i>, June 2005. <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <p>Reports:</p> <ul style="list-style-type: none"> • <i>Charter School Performance Comparable to Other Public Schools; Stronger Accountability Needed</i>, Report No. 05-21; April 2005. • <i>Charter School Review Technical Report</i>, Report No. 05-22, April 2005. • <i>Charter School Application Requirements Are Reasonable; Financial Management Problematic</i>, Report No. 05-11; March 2005. <p>Charter School Audits by the Florida Auditor General: http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council Charter School Funding

Fact Sheet

January 2008

<p>1. How are charter school operations funded?</p>	<p>Charter schools receive operating funds from the Florida Education Finance Program (FEFP) based on the number of full-time equivalent (FTE) students enrolled. Charter school funding includes gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levies; divided by the total funded weighted FTE students in the school district; and multiplied by the weighted FTE students in the charter school. In addition, charter schools receive their proportionate share of categorical program funds for eligible students and programs and their proportionate share of class size reduction operating funds.</p> <p>Charter schools may also receive federal funding. Funding is available through the federal Public Charter School Grant Program to newly-approved charter schools during the first three years of operation and through the federal Charter School Dissemination Grant Program to charter schools that have successfully been in operation for at least three consecutive years.</p>
<p>2. What services does the sponsor provide for the charter school?</p>	<p>The sponsor of a charter school must provide certain administrative and educational services to the school:</p> <ul style="list-style-type: none">• Contract management services.• FTE and data reporting services.• Exceptional student education administration services.• Test administration services, including payment of costs of state-required or district-required student assessments.• Processing of teacher certificate data services.• Information services, including equal access to student information systems that are used by public schools in the district in which the charter school is located. <p>If the sponsor of a charter school is a school district, the district may charge the charter school, including a conversion charter school, an administrative fee of up to five percent of the available per-student FEFP funds. The fee is to cover district costs for the administrative services listed above.</p> <p>If the sponsor of a charter school is the Florida Schools of Excellence Commission (Commission) or a cosponsor approved by the Commission, the Commission or cosponsor may charge the actual cost of the administrative</p>

	<p>overhead, but this charge may not exceed five percent of the funding available to the charter school.</p> <p>When calculating the five percent fee, no more than 500 students may be included. A charter school with an enrollment over 500 is to calculate the five percent amount for those students exceeding 500, but is to retain that amount for capital outlay expenditures only. Conversion charter schools must use these funds for renovation, repair, and maintenance of facilities owned by the sponsor.</p>
<p>3. How do charter schools provide transportation?</p>	<p>Charter schools are entitled to their proportionate share of transportation funds for eligible students. The charter school and the school district are required to cooperate in making arrangements so that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school. Transportation of charter school students must be consistent with the district school board requirements for transportation of all public K-12 students. The charter school may provide transportation through an agreement or contract with the school district, a private provider, or parents.</p>
<p>4. What is the eligibility criteria and distribution pattern for the appropriated funds for charter school capital outlay?</p>	<p>Eligibility. In each year that funds are appropriated for charter school capital outlay purposes, the Commissioner of Education allocates the funds among eligible charter schools. To be eligible for a capital outlay funding allocation, a charter school must:</p> <ul style="list-style-type: none"> • Have been in operation for three or more years; be an expanded feeder chain of a charter school within the same school district that is currently receiving charter school capital outlay funds; or have been accredited by the Commission on Schools of the Southern Association of Colleges and Schools. • Have financial stability for future operation as a charter school, i.e., a school that is not in a state of financial emergency or is in a state of financial emergency, but which has a financial recovery plan as defined in s. 218.503, F.S. • Have satisfactory student achievement based on state accountability standards applicable to the charter school. • Have received final approval from its sponsor pursuant to s. 1002.33, F.S., for operation during that fiscal year. • Serve students in facilities that are not provided by the charter school's sponsor. <p>Distribution of Funding. The first priority for charter school capital outlay funding is to allocate to the schools that received funding in the 2005-2006 fiscal year the same amount per capital outlay FTE student up to the lesser of the actual number of capital outlay FTE students in the</p>

	<p>current year or the capital outlay FTE students in the 2005-2006 fiscal year.</p> <p>After calculating the first priority, the second priority is to allocate excess funds remaining in the appropriation in an amount equal to the per capital outlay FTE student amount in the first priority calculation to eligible schools not included in the first priority calculation and to schools in the first priority calculation with growth in excess of the 2005-2006 capital outlay FTE students.</p> <p>After the first and second priority calculations, any excess funds remaining in the appropriation are allocated to all eligible charter schools. A charter school's allocation may not exceed one-fifteenth of the cost per student station.</p> <p>2007-2008 Funding. For the 2007-2008 school year, the Legislature appropriated \$54,039,458 for charter school capital outlay funding.</p>
<p>5. For purposes of capital outlay, when is a charter school part of an expanded feeder chain?</p>	<p>A charter school is part of an expanded feeder chain if it is paired with a school located in the same school district that is eligible for capital outlay funds, provided that the charters of both schools contain a provision either to send (feed) or receive (be fed) a majority of the transfer-eligible students to and from the school with which it is paired. The grade level connection must be direct. For example, a grade K-4 school and a grade 9-12 school cannot be considered a feeder pattern since there is a missing intermediate step.</p>
<p>6. What are the permissible uses of capital outlay funds by charter schools?</p>	<p>The permissible uses of capital outlay funds by charter schools are:</p> <ul style="list-style-type: none"> • Purchase of real property. • Construction of school facilities. • Purchase, lease-purchase, or lease of permanent or relocatable school facilities. • Purchase of vehicles to transport students to and from the charter school. • Renovation, repair, and maintenance of school facilities that the charter school owns or is purchasing through a lease-purchase or long-term lease of five years or longer.
<p>7. May a school district give charter schools a portion of the revenue raised under the "Two Mill" tax levy?</p>	<p>Yes. At the discretion of the school board, school districts are authorized to include charter schools in the expenditure of two mill funds.</p>
<p>8. What happens to charter school funds and property when the school is closed?</p>	<p>When a charter is not renewed or is terminated, unencumbered public funds from the charter school revert to the district school board, except that capital outlay and federal charter school grant funds revert to the Department of Education for redistribution among eligible charter schools. Additionally, all district school board property and</p>

	<p>improvements, furnishings, and equipment purchased with public funds automatically revert to the district school board subject to satisfaction of any liens or encumbrances.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1002.32(2) and (9), F.S. – Developmental Research (Laboratory) Schools. Section 1002.33, F.S. – Charter schools. Section 1011.71(2), F.S. – District school tax. Section 1013.62, F.S. – Charter schools capital outlay funding.</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 24, Senate Bill 2800, Chapter 2007-72, L.O.F.</p> <p>Rule 6A-6.0781, F.A.C. -- Procedures for appealing a district school board decision denying application for charter school.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education (DOE) Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline (800) 447-1636 www.floridaschoolchoice.org</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Florida’s Charter Schools: A Decade of Progress</i>, November 2006. • <i>Funding and Financial Management of Florida’s Public Charter Schools</i>, Technical Assistance Paper, November 2005. • <i>Implementation of the Class Size Amendment in Charter Schools</i>, Technical Assistance Paper, November 2005. <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <ul style="list-style-type: none"> • <i>Charter School Application Requirements Are Reasonable; Financial Management Problematic</i>, Report No. 05-11, March 2005. <p>Charter School Audits by the Florida Auditor General: http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Charter Schools -- Florida Schools of Excellence Commission

Fact Sheet

January 2008

1. What is the Florida Schools of Excellence Commission?	The Florida Schools of Excellence Commission (Commission) is an independent, state-level charter school authorizing entity that is established to work with the Department of Education under the supervision of the State Board of Education (SBE). The commission is funded through state appropriations, private contributions, and federal and institutional grants. It is composed of seven members appointed by the SBE based upon recommendations by the Governor, President of the Senate, and Speaker of the House. The members serve two-year terms and must appoint an executive director to perform the administrative duties of the commission.
2. What authority does the Commission have?	The Commission has the authority to sponsor charter schools and to authorize cosponsors of charter schools, such as municipalities, state universities, community colleges, and educational consortia, in districts that have not been granted exclusive jurisdiction for the sponsorship of charter schools in their county. As of November 2007, the Commission has not yet begun full operations and has not yet approved any charter schools or cosponsors of charter schools.
3. What responsibilities does the Commission have?	The Commission is responsible for: <ul style="list-style-type: none">• Reviewing charter school and cosponsor applications.• Monitoring and reviewing the performance of cosponsors.• Reviewing and evaluating the performance of its charter schools.• Conducting facility and curriculum reviews of approved charter schools.• Assisting its charter schools in negotiating and contracting for certain services.• Working with cosponsors in monitoring fiscal soundness of its charter schools.• Providing training for members of its charter schools' governing boards.• Annually reporting to the SBE.

<p>4. How do school districts become exclusive sponsors of charter schools within their county?</p>	<p>A school district may apply to be the exclusive sponsor of charter schools within its county by submitting a written resolution and description addressing factors related to its oversight of charter schools to the SBE. The resolution is reviewed by the SBE and a grant of exclusive authority may be challenged within 30 days. The resolution and any challenge is reviewed by the SBE with input from charter schools within the district regarding whether the school district has provided fair and equitable treatment of its charter schools over the previous four years.</p> <p>As of October 2007, the SBE has considered the applications of 39 school districts to be exclusive charter school sponsors for Fiscal Year 2007-2008. The SBE granted three applications and denied the remaining 36 applications.</p>
<p>5. What criteria does the State Board of Education review in determining whether to grant a school district exclusive authority to sponsor charter schools?</p>	<p>The SBE reviews the following:</p> <ul style="list-style-type: none"> • Compliance with charter school laws. • Proper accounting and appropriate charges for administrative overhead costs. • Compliance with requirements allowing charter schools to purchase certain services from the school district. • Absence of any moratorium on approval of charter schools or limit on charter school enrollment. • Compliance with valid orders of the SBE. • Provision of assistance to charter schools to meet their facility needs by including them in local bond issues or otherwise providing available land and facilities. • Proper distribution of state and federal grant money to charter schools. • Provision of adequate choice programs to provide transfer options to students under the “No Child Left Behind Act of 2001.”
<p>6. What criteria does the Commission use in determining whether to approve a cosponsor application?</p>	<p>The Commission reviews applications to determine if the applicant:</p> <ul style="list-style-type: none"> • Has the staff and infrastructure in place to perform its administrative responsibilities in support of sponsored charter schools. • Has the expertise to ensure the approval and development of high quality charter schools. • Is able to provide the financial support necessary to monitor and support charter schools. • Is committed to a diverse student population, compliance with federal laws and providing opportunities to underserved student populations. • Has articulated academic and financial goals for charter schools and proposed methods by which it will measure and achieve those goals. • Has policies to protect its cosponsoring practices from

	<p>conflicts of interest.</p> <p>The Commission must limit the number of charter schools a cosponsor may authorize if the cosponsor is approved.</p>
<p>7. What governs the cosponsor’s rights and obligations as a cosponsor of charter schools?</p>	<p>Approved cosponsors are governed by applicable state and federal laws, rules and regulations, and by a cosponsor agreement negotiated with the Commission pursuant to statute.</p> <p>The cosponsor agreement must include:</p> <ul style="list-style-type: none"> • An explanation of the personnel, contractual and interagency relationships, and potential revenues required to meet its cosponsoring obligations. • Equal access requirements, including providing access through food service and transportation. • A requirement to serve low-income, low-performing, gifted or underserved student populations. • An explanation of academic and financial goals and methods of measurement toward achievement of those goals. • A conflict of interest policy. • An explanation of the disposition of facilities and assets upon termination of a charter school. • A requirement that the cosponsor annually appear before the commission to report on progress of its schools. • A requirement that the cosponsor report student enrollment to the school district. • A requirement that the cosponsor cooperate with the Commission in providing its report to the State Board. • Any other reasonable terms deemed appropriate by the Commission given the unique characteristics of the cosponsor. <p>The cosponsor agreement must be negotiated and signed within specified timeframes and must be executed prior to the approval of any charter schools.</p>
<p>8. Can the Commission revoke its approval of a cosponsor?</p>	<p>Yes, if at any time the Commission finds that a cosponsor is not in compliance with its contract with a charter school or its cosponsor agreement, the commission must provide notice and a hearing before making a finding to revoke its approval. The Commission would assume temporary control of any of the cosponsor’s charter schools until a permanent sponsor is identified.</p>
<p>9. What are the procedures for charter school applications and review by the Commission and/or one of its cosponsors?</p>	<p>The requirements are the same as they are for other charter schools that apply and are reviewed by a school district under section 1002.33(6), F.S. (Refer to Charter Schools-Overview Fact Sheet.)</p>

Charter Schools – Florida Schools of Excellence Commission

<p>10. What provisions of the charter school statute, s. 1002.33, F.S., are incorporated in s. 1002.335, F.S., which governs the Florida Schools of Excellence Commission?</p>	<p>Sections 1002.33 (7)-(12), (14), and (16)-(20), F.S.</p> <p>This includes the following:</p> <ul style="list-style-type: none"> • Charter contract provision requirements. • Revocation and non-renewal of charters. • Charter school requirements. • Charter school student eligibility and admission requirements. • Eligibility to participate in extracurricular activities at the local public school. • Charter school employees. • Charter school debts and liability. • Exemption from certain education-related statutes. • Charter school funding formula. • Charter school facilities. • Charter school capital outlay. • Sponsoring duties and responsibilities.
<p>11. Can existing charter schools apply to be sponsored by the Commission or a cosponsor?</p>	<p>Yes, but only if the school district is not granted exclusive authority to sponsor charter schools in that county and the charter school’s contract with the district is expiring. If there is an existing contract the school district would first have to agree to allow the charter school to be released from the remainder of the contract.</p> <p>A conversion charter school must always get the consent of the school district to apply and the school district will have to come to an agreement with the school as to the use of facilities and equipment.</p>
<p>12. How does the establishment of the Commission affect charter school appeals?</p>	<p>For charter school applications in school districts that have not been granted exclusive authority to sponsor charter schools, the right to appeal is contingent on having submitted an application to both the district and the Commission or one of its cosponsors.</p>
<p>13. What are the applicable statutes and rules?</p>	<p>Section 1002.33, F.S. – Charter schools. Section 1002.335, F.S. – Florida Schools of Excellence Commission. Section 1013.62, F.S. – Charter schools capital outlay funding.</p> <p>Rule 6A-6.0781, F.A.C. – Procedures for appealing a district board decision denying application for charter school. Rule 6A-6.0783, F.A.C. – District School Board Exclusive Authority to Sponsor Charter Schools.</p>

14. Where can I get additional information?	Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org/charter.html Florida House of Representatives Schools & Learning Council (850) 488-7451
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Schools & Learning Council
K-8 Virtual School Program

Fact Sheet

January 2008

<p>1. What is the K-8 Virtual School Program?</p>	<p>In 2003, the Legislature authorized the Department of Education (DOE) to create a minimum of two pilot K-8 virtual schools. The schools were established as independent public schools that use online and distance learning technology to deliver instruction to full-time students in kindergarten and grades one through eight.</p> <p>Two companies were initially selected by the DOE to operate virtual schools. Connections Academy, Inc. opened Florida Connections Academy and K12, Inc. opened Florida Virtual Academy. Both schools began delivering on-line instruction to Florida students in September 2003.</p> <p>In 2006, the Legislature removed the program’s pilot status and statutorily codified the K-8 Virtual School Program as an optional educational choice program within the DOE. The statute requires schools to apply for DOE approval in order to operate a K-8 Virtual School. The Florida Connections Academy and the Florida Virtual Academy have been approved by the DOE to deliver program instruction for the 2007-2008 school year.</p> <p>Both virtual schools employ Florida certified teachers to work with parents or other designated learning coaches to deliver instruction to students. The schools utilize on-line curriculum, lessons, progress tests, and record keeping as well as books and other more traditional learning materials. Students participate in field trips and other group activities so they have contact with other virtual school students. The schools provide computers and a stipend sufficient to cover the cost of Internet access for their students who complete five to 40% of their work on-line depending on the grade level.</p> <p>Both schools require a minimum of one parent-teacher telephone conference every two weeks. Teachers are available at other times via e-mail, telephone, or other technology tools provided by the schools. The teachers oversee students’ progress through checking samples of their work.</p>
<p>2. What criteria are required for a K-8 virtual school to participate in the</p>	<p>To be eligible to participate in the program, a K-8 virtual school must:</p> <ul style="list-style-type: none"> • Be nonsectarian in its programs, admission policies, employment practices, and operations;

<p>program?</p>	<ul style="list-style-type: none"> • Comply with the antidiscrimination provisions of s. 1000.05, F.S.; • Participate in the state’s school accountability system pursuant to s. 1008.31, F.S.; • Locate its administrative offices in the state; • Require all administrative and instructional personnel to be Florida residents; and • Require no tuition or student registration fee. <p>Schools are required to participate in the statewide assessments and are subject to the school grading system provisions in s.1008.34, F.S.</p>																								
<p>3. What are the eligibility criteria for students to enroll in a K-8 virtual school?</p>	<p>Enrollment in the K-8 Virtual School is open to any K-8 student who:</p> <ul style="list-style-type: none"> • Spent the prior school year in attendance at a Florida public school; • Was enrolled during the prior school year in a K-8 virtual school funded pursuant to law or from funds provided in the 2005 General Appropriations Act; • Is eligible to enroll in kindergarten or the first grade; or • Has a sibling currently enrolled in a participating K-8 virtual school who was enrolled at the end of the prior school year. <p>A student enrolled in a K-8 virtual school must comply with Florida’s school attendance requirements and must take the state assessment test within his or her school district of residence.</p>																								
<p>4. What are the advantages of enrollment in the K-8 virtual schools?</p>	<p>Participating schools must provide each student with all necessary instructional materials and equipment, including a computer, monitor, and access to or reimbursement for all Internet services needed so that instruction may take place in a site other than a classroom. The program enables strong parental involvement with his or her child’s public education.</p>																								
<p>5. How is the program funded?</p>	<p>The K-8 Virtual School Program is funded by specific appropriation in the General Appropriations Act. Proviso sets forth the amount authorized per full-time equivalent student. Funding and student capacity for the program since the 2003-2004 school year is as follows:</p> <table border="1" data-bbox="727 1577 1369 1856"> <thead> <tr> <th>School Year</th> <th>Total Funding Amount</th> <th>Per Student Amount</th> <th>Student Capacity</th> </tr> </thead> <tbody> <tr> <td>03-04</td> <td>\$4,800,000</td> <td>\$4,800</td> <td>1,000</td> </tr> <tr> <td>04-05</td> <td>\$3,840,000</td> <td>\$4,800</td> <td>800</td> </tr> <tr> <td>05-06</td> <td>\$4,800,000</td> <td>\$4,800</td> <td>1,000</td> </tr> <tr> <td>06-07</td> <td>\$7,200,000</td> <td>\$5,200</td> <td>1,384</td> </tr> <tr> <td>07-08</td> <td>\$9,500,000</td> <td>\$5,050</td> <td>1,881</td> </tr> </tbody> </table>	School Year	Total Funding Amount	Per Student Amount	Student Capacity	03-04	\$4,800,000	\$4,800	1,000	04-05	\$3,840,000	\$4,800	800	05-06	\$4,800,000	\$4,800	1,000	06-07	\$7,200,000	\$5,200	1,384	07-08	\$9,500,000	\$5,050	1,881
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<p>6. What are the applicable laws and statutes?</p>	<p>2003-2004 General Appropriations Act, Specific Appropriation 4D, Senate Bill 2-A, Enrolled, Chapter 2003-397, L.O.F.</p> <p>2004-2005 General Appropriations Act, Specific Appropriation 10B, House Bill 1835, Enrolled, Chapter 2004-268, L.O.F.</p> <p>2005-2006 General Appropriations Act, Specific Appropriation 88, Senate Bill 2600, Enrolled, Chapter 2005-70, L.O.F.</p> <p>2006-2007 General Appropriations Act, Specific Appropriation 106B, House Bill 5001, Enrolled, Chapter 2006-25, L.O.F.</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 99B, Senate Bill 2800, Chapter 2007-72, L.O.F.</p> <p>Section 1002.415, F.S. – K-8 Virtual School Program. Section 1000.05, F.S. – Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. Section 1008.31, F.S. -- Florida's K-20 education performance accountability system. Section 1008.34, F.S. -- School grading system.</p>
<p>7. Where can I get additional information?</p>	<p>Connections Academy 1001 Fleet Street, 5th Floor Baltimore, MD 21202 1-800-382-6010 info@connectionsacademy.com</p> <p>K12, Inc. 2300 Corporate Park Drive Herndon, Virginia 22102 1-888- 968-7512 www.k12.com www.flva.org</p> <p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



<p>1. What is the Florida Virtual School?</p>	<p>The Florida Virtual School (FLVS) is a public online school offering virtual education options for students in grades six through 12, including honors, advanced placement, and General Equivalency Diploma courses. Courses are free to all Florida students and are available to public, private, and home education students. Priority is given to students who need expanded access to courses in order to meet their educational goals, such as home education students, students in inner-city and rural high schools who do not have access to higher-level courses, and students seeking accelerated access to a high school diploma.</p> <p>School districts may not limit student access to courses offered through the FLVS. Districts must provide students with access to enroll in courses available through the FLVS and award credit for successful completion of such courses. Access must be made available to students during or after the normal school day and through summer school enrollment.</p>
<p>2. How are the courses and delivery system designed?</p>	<p>All FLVS courses are delivered over the Internet. To help assure student success with virtual learning, a variety of web-based, technology-based, and traditional resources are provided. These include phone, fax, stand-alone software, print-based material, websites, and real-world experts.</p> <p>The FLVS has a full high school and middle school curriculum and offers more than 90 courses, which are based on the Sunshine State Standards. FLVS course grades are accepted for credit and are transferable. The FLVS is accredited by the Southern Association of Colleges and Schools.</p> <p>Students may take different routes through their courses depending upon their learning styles and previous knowledge of the subject. The FLVS works in conjunction with districts on a traditional calendar and credit system and students must now specify whether they will work at a traditional, accelerated, or extended pace. A time-certain finish date is required for student schedule planning and for districts to give graduation credits.</p>
<p>3. What are the credentials and availability of the teachers?</p>	<p>All FLVS teachers possess a valid Florida teaching certificate and are certified specifically in the subject they teach. As of November 2007, 88 of the teachers are certified by the National Board of Professional Teaching Standards.</p>

	<p>Teachers are encouraged to keep the content alive and current and have options such as using current events and new graphical representations on an as-needed basis for their students.</p> <p>Teachers are available by e-mail, pager, and telephone. Calls from students are returned within 24 hours. Teachers do monthly progress reports and are required to make at least one monthly telephone contact with students and parents. Although the administrative and technical functions of the FLVS are primarily housed in Orange County, teachers and many of the support and administrative staff live throughout the state.</p>
<p>4. How do students and districts participate?</p>	<p>The FLVS is affiliated with all 67 Florida school districts. Adopting policies to encourage students to take courses from the FLVS is one of the options that district school boards must consider implementing in order to meet the constitutional class size maximums. At the beginning of each school year, district school boards must notify parents of high school students of the opportunity and benefits of acceleration mechanisms, including the FLVS.</p> <p>The FLVS Board of Trustees may enter into franchise agreements with Florida district school boards. For the 2007-2008 school year, FLVS franchises are active in seven school districts: Broward, Miami-Dade, Hillsborough, Marion, Okaloosa, Palm Beach, and Polk.</p>
<p>5. How did the Florida Virtual School begin?</p>	<p>The web-based online high school was initially established in 1997 as a pilot project. In 2000, the Legislature removed the program's pilot status and statutorily codified the high school. It also established a FLVS Board of Trustees to adopt rules, policies, and procedures; enter into agreements with distance learning providers; and acquire, enjoy, use, and dispose of patents, trademarks, copyrights, licenses, rights, and interests.</p> <p>Significant legislative enactments for the FLVS since 2000 include:</p> <ul style="list-style-type: none"> • In 2001, the Legislature administratively housed the FLVS within the Commissioner of Education's Office of Technology and Information Services and adopted a FLVS mission statement. • In 2003, the Legislature authorized franchise agreements; required the Board of Trustees to submit to the State Board of Education both forecasted and actual enrollments and credit completions for the FLVS, including the number of public, private, and home education students served by program and by county of residence; and included the FLVS as a public school choice option for students.

<p>6. What is the history of funding and enrollments for the Florida Virtual School?</p>	<p>Historically, Florida supported the FLVS through grants or appropriations: \$200,000 in 1996 through a Department of Education (DOE) Break-the-Mold grant; and specific legislative appropriations until 2003-2004.</p> <p>The following table shows historical funding amounts and enrollments for the FLVS. Enrollment is defined as the number of half-credits that students have taken or are currently taking. The enrollment number is consistently larger than the student count because students may sign up for more than one course. If a student enrolls in three courses, the student count is one while the enrollment count is six. The average number of online classes is 2.2 half-credit enrollments per student.</p> <p>For the 2003-2004 school year, FLVS funding transitioned from a grant basis to the Florida Education Finance Program (FEFP), which is the funding formula that allocates operating funds to public school districts.</p> <p style="text-align: center;">Florida Virtual School Funding and Enrollments</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Amount</th> <th>Courses</th> </tr> </thead> <tbody> <tr> <td>1997-1998</td> <td>\$1.3 million</td> <td>225</td> </tr> <tr> <td>1998-1999</td> <td>\$4.36 million</td> <td>1100</td> </tr> <tr> <td>1999-2000</td> <td>\$3.8 million</td> <td>3,900</td> </tr> <tr> <td>2000-2001</td> <td>\$6.17 million</td> <td>8,900</td> </tr> <tr> <td>2001-2002</td> <td>\$6.17 million</td> <td>11,500</td> </tr> <tr> <td>2002-2003</td> <td>\$6.9 million</td> <td>14,000</td> </tr> <tr> <td>2003-2004*</td> <td>\$8.6 million</td> <td>21,171</td> </tr> <tr> <td>2004-2005</td> <td>\$14.5 million</td> <td>33,501</td> </tr> <tr> <td>2005-2006</td> <td>\$23.0 million</td> <td>68,000</td> </tr> <tr> <td>2006-2007</td> <td>\$37.3 million</td> <td>87,000</td> </tr> </tbody> </table> <p>*In 2003-04, FLVS funding transitioned from a grant basis to the FEFP. (Refer to Question 7.)</p>	Year	Amount	Courses	1997-1998	\$1.3 million	225	1998-1999	\$4.36 million	1100	1999-2000	\$3.8 million	3,900	2000-2001	\$6.17 million	8,900	2001-2002	\$6.17 million	11,500	2002-2003	\$6.9 million	14,000	2003-2004*	\$8.6 million	21,171	2004-2005	\$14.5 million	33,501	2005-2006	\$23.0 million	68,000	2006-2007	\$37.3 million	87,000
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2005-2006	\$23.0 million	68,000																																
2006-2007	\$37.3 million	87,000																																
<p>7. How does funding through the FEFP work?</p>	<p>The 2003 Legislature transitioned FLVS funding from a grant basis to the FEFP. In the FEFP, funding is based on “credit successfully completed” with six credits equaling one full-time equivalent (FTE) student. No funding is earned if the student does not successfully complete the course. A student who completes less than six credits is a fraction of a FTE student. Half credit completions are included in determining a FTE student. Credit completed by a student in excess of the minimum required for that student for high school graduation is not eligible for funding. Historical funding amounts for the FLVS in the FEFP are below:</p>																																	

	Year	Number of Unweighted FTE	Amt/FTE	Total Funds (includes Categorical Funds)
	2003-2004	1,764.23	\$4,859.02	\$8,572,428
	2004-2005	2,791.72	\$5,191.43	\$14,493,007
	2005-2006	4,360.84	\$5,269.71	\$22,980,352
	2006-2007	5,966.60	\$6,262.57	\$37,279,341
	2007-2008	8,333.33	\$6,594.73	\$54,956,033*

* The 2007-2008 data reflects the amount appropriated after the enactment of budget reductions during Special Session 2007C.

The FLVS receives categorical funding for instructional materials and class size reduction. The FLVS does not receive funding for the remaining two categoricals, which are Florida Teacher Lead and Transportation. The 2006 Legislature revised the FEFP to increase FLVS FTE by a factor of .114 to provide funding for costs associated with students who enroll in, but do not complete, a course.

In addition to FEFP funding, the 2004 Legislature provided \$800,000 to FLVS to support activities associated with development and implementation of a grade six through eight curriculum and \$1,373 in District Cost Differential (DCD) Transition Supplement funds. The 2005, 2006, and 2007 Legislatures each provided \$2,948 in DCD Transition Supplement funds.

8. How does the governance structure of the FLVS work?

The FLVS Board of Trustees has the responsibility for sustaining a self-sufficient delivery system through the FEFP. They must aggressively seek avenues to generate revenue to support FLVS's future endeavors. The FLVS may accrue supplemental revenue from supplemental support organizations, including alumni associations, foundations, parent-teacher associations, and booster associations. Additionally, the FLVS may receive other funds from grants and donations.

School districts operating a virtual school that is certified by the Commissioner of Education as an approved franchise of the FLVS may count FTE students for funding purposes in the FEFP. The FLVS Board of Trustees establishes the criteria defining the elements of an approved franchise, the terms and conditions governing franchise agreements, and the performance and accountability measures for a school district franchise. The Board of Trustees also reports the performance of each school district franchise to the Commissioner of Education.

Although the ownership of patents, trademarks, and copyrights remains with the state, the Board of Trustees has the full right of use and the right to retain any revenues

	<p>derived from their use to support the school’s research and development in order to improve courses and services for students.</p>
<p>9. What are the applicable statutes, rules, and appropriations?</p>	<p>Section 1000.04(4), F.S. – Components for the Delivery of Public Education Within the K-20 Public Education System. Section 1001.42(15)(a) and (21), F.S. – Powers and Duties of the District School Board. Section 1002.20(6), F.S. – K-12 Student and Parent Rights. Section 1002.37, F.S. – The Florida Virtual School. Section 1003.02(1)(i), F.S. – Parental Notification of Acceleration Mechanisms. Section 1003.03(3)(b), F.S. – Maximum Class Size Implementation Options. Section 1007.27(1) – Articulated Acceleration Mechanisms. Section 1011.62, F.S. – Funds for Operation of Schools.</p> <p>Rule 6A-1.099, F.A.C. -- Cooperative Projects and Activities.</p> <p>2003-2004 General Appropriations Act, Specific Appropriation 65, Senate Bill 2-A, Enrolled, Chapter 2003-397, L.O.F.</p> <p>2004-2005 General Appropriations Act, Specific Appropriation 10B and 87A, House Bill 1835, Enrolled, Chapter 2004-268, L.O.F.</p> <p>2005-2006 General Appropriations Act, Specific Appropriation 73, Senate Bill 2600, Enrolled, Chapter 2005-70, L.O.F.</p> <p>2006-2007 General Appropriations Act, Specific Appropriation 91, House Bill 5001, Enrolled, Chapter 2006-25, L.O.F.</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 86, Senate Bill 2800, Chapter 2007-72, L.O.F.; 2007-2008 Special Appropriations Act, Specific Appropriation 34 and 34A, Senate Bill 2C, Chapter 2006-326, L.O.F.</p>
<p>10. Where can I get additional information?</p>	<p>The Florida Virtual School 445 West Amelia Street Orlando, FL 32801 (407) 317-3326 http://www.flvs.net</p> <p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll-Free Information Hotline: (800) 447-1636 www.floridaschoolchoice.org</p>

	Florida House of Representatives Schools & Learning Council (850) 488-7451
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Public Schools
Assessment/Accountability



Schools & Learning Council
Sunshine State Standards

Fact Sheet

January 2008

<p>1. What are the Sunshine State Standards?</p>	<p>The Sunshine State Standards identify what public school students should know and be able to do at various grade levels and in various subject areas. The standards establish the baseline of information that students are expected to know for purposes of measuring student performance and progress. The standards give parents, students, teachers, and school administrators a clear understanding of what skills and competencies Florida students should have in subject areas as they progress through the K-12 system.</p>
<p>2. How were the Sunshine State Standards developed?</p>	<p>The Department of Education (DOE) began developing the Sunshine State Standards in 1994 with the help of teachers, school administrators, business leaders, education experts, and representatives of professional organizations. The Sunshine State Standards were approved by the State Board of Education in 1996.</p>
<p>3. What subject areas are covered by the Sunshine State Standards?</p>	<p>The Sunshine State Standards exist in the following subject areas: reading/language arts, mathematics, science, social studies, physical education, world languages, the arts, health, and career and technical education.</p>
<p>4. Is student achievement of the Sunshine State Standards measured?</p>	<p>Yes, the Florida Comprehensive Assessment Test (FCAT) measures student achievement of the Sunshine State Standards in reading, writing, mathematics, and science. The FCAT is designed and used to measure how well students in grades 3-11 are learning the skills and competencies outlined in the Sunshine State Standards. Reading and mathematics are tested every year in grades 3 through 10; writing in grades 4, 8, and 10; and science in grades 5, 8, and 11. (Refer to Florida Comprehensive Assessment Test, School Grades, and School Recognition Fact Sheets.) Measurement of students learning gains in subject areas not tested by the FCAT is the responsibility of the school district.</p>
<p>5. Are the Sunshine State Standards ever revised?</p>	<p>Yes, the State Board of Education schedules periodic review of the standards to assess them for rigor; relevance; logical student progression; and the integration of reading, writing, and mathematics across all subject areas. The review of each subject area includes curriculum leaders in that area and in other content areas. The process for review and proposed standard revisions must include leadership and input from the state's classroom teachers, school administrators, and representatives from community colleges and universities and business and industry.</p> <p>Pursuant to review, substantially revised reading and</p>

Sunshine State Standards

	<p>language arts standards were approved by the State Board of Education in February 2007 and substantially revised mathematics standards were approved in September 2007. Science standards are currently under review. The tentative implementation schedule for the review and revision of all subject area standards, approved by the board in December 2007, shows that all the subject areas will have been reviewed and revised, as appropriate, by September 2010.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1000.21(7), F.S. – Systemwide Definitions (Sunshine State Standards). Section 1001.03(1), F.S. – Specific Powers of State Board of Education (Public K-12 Student Performance Standards). Section 1003.41, F.S. -- Sunshine State Standards. Section 1008.22, F.S. -- Student Assessment Program for Public Schools.</p> <p>Rules 6A-1.09401, F.A.C. -- Student Performance Standards.</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Instruction and Innovation (850) 245-9868 www.fldoe.org/bii/curriculum/sss/</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Florida Comprehensive
Assessment Test (FCAT)

Fact
Sheet

January 2008

<p>1. What is the Florida Comprehensive Assessment Test?</p>	<p>Current law requires the Commissioner of Education to design and implement a statewide program of educational assessment. As part of this program, the commissioner must develop and implement the Florida Comprehensive Assessment Test (FCAT) to measure student achievement in reading, writing, mathematics, and science.</p> <p>The FCAT consists of two types of tests. First, it includes criterion-referenced tests (CRTs) in reading, writing, mathematics, and science, which measure a student's progress toward meeting benchmarks described in the <i>Sunshine State Standards (Refer to Sunshine State Standards Fact Sheet)</i>. A student's scores on the FCAT are based on the CRT test items.</p> <p>Second, the FCAT includes norm-referenced tests (NRTs) in reading and mathematics, which compare the achievement of Florida students with that of their peers nationwide. The NRT portions of the FCAT are not reported as part of student scores and, thus, are not included in the calculations of school grades.</p>
<p>2. How is the FCAT developed and constructed?</p>	<p>The CRT portions of the FCAT are developed exclusively for use in Florida based specifically on the benchmarks of the <i>Sunshine State Standards</i>. The FCAT CRT test items are developed by the Department of Education (DOE), outside contractors, and several hundred Florida educators and citizens. The following process is currently used to develop test items for the CRT portions of the FCAT:</p> <ul style="list-style-type: none">• Item writing. DOE develops and periodically revises test-item specifications that detail the specific <i>Sunshine State Standards</i> benchmarks to be assessed. Test writers from an outside contractor draft, review, and edit the test items.• Pilot testing. The contractor administers newly written (pilot) test items to small groups of students outside Florida. The students are interviewed after testing to identify the challenges they had in understanding the test items.• Committee reviews. New test items are submitted to

Florida Comprehensive Assessment Test (FCAT)

several committees composed of Florida educators and citizens. The committees review test items for various issues, which include the following:

- **Bias.** Whether test items provide an advantage or disadvantage (unrelated to an understanding of the content) to a student with certain personal characteristics, such as gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region.
- **Community sensitivity.** Whether the subject matter of test items will be acceptable to students, their parents, and other members of Florida communities. Examples of sensitive topics may include wildfires, hurricanes, or other topics considered too offensive or sensitive for students or that may distract students. Unlike bias, however, sensitivity issues do not necessarily affect student success on an item, whereas bias may.
- **Content validity.** Whether test items are appropriate for the grade level, accurately measure the benchmarks, evaluate the specified level of cognitive complexity, are clearly worded, and, for multiple-choice items, have only one correct answer.
- **Field-test items.** New test items are field tested by all Florida students taking the annual administration of the FCAT. Field-test items are not counted toward a student's score, but are embedded among the operational items that are counted. Field-test items are used to generate statistical data about the performance of students on the items. In addition, student responses to field-test items are further reviewed by committees to reveal any oversights in the design of the test items.
- **Statistical review.** DOE performs statistical analyses of student scores on the field-test items. A field-test item must satisfy certain quality criteria for the item to be included on future administrations of the FCAT as an operational (scored) item.
- **Test construction.** DOE annually develops test-construction specifications that are used to build a complete test for a single year. Based on the specifications, DOE selects the test items and creates a test form, which includes both the operational items and field-test items (**Refer to Question 3**). In addition, the test form includes anchor items used to compare test

Florida Comprehensive Assessment Test (FCAT)

	<p>results from year to year and linking items used to compare the progression of test results from grade level to grade level.</p> <p>For the NRT portions of the FCAT, DOE selected the <i>Stanford Achievement Test Series, Tenth Edition</i> (<i>Stanford 10</i> or <i>SAT10</i>) developed by Harcourt Assessment.</p>
<p>3. What types of test items are included on the FCAT?</p>	<p>Test forms for the CRT portions of the FCAT include four types of test items:</p> <ul style="list-style-type: none">• Operational items. Test items that have undergone extensive review and field testing and which are counted toward a student's score.• Field-test items. New test items included in the annual administration of the FCAT, embedded among the operational items, but which are not counted toward a student's score. Field-test items generate statistical data about the performance of students on the items (Refer to Question 2).• Anchor items. Test items appearing as operational items on the FCAT in prior years which are used to ensure that test scores may be comparable from year-to-year through a statistical analysis known as "equating" (Refer to Question 6). Anchor items are not counted toward a student's score.• Linking items. Periodically, operational items on one grade level's test are included on tests for one grade level above and one grade level below the operational test for purposes of calculating a developmental scale (Refer to Question 7). A developmental scale shows whether a student's performance improved, declined, or remained consistent from grade to grade. Linking items do not count toward a student's score in the adjacent grade-level tests. <p>FCAT test items appear in various formats. These include:</p> <ul style="list-style-type: none">• Multiple choice. Test items that present students with several options from which to choose. Multiple-choice items are included in testing for each FCAT subject and grade level (Refer to Question 4).• Gridded response. Test items that require students to solve a problem for which the answer is numerical. Answers must be written and bubbled into a number

Florida Comprehensive Assessment Test (FCAT)

	<p>grid. Gridded-response items are included in FCAT Mathematics (grades 5-10) and FCAT Science (grades 8 and 11) (Refer to Question 4).</p> <ul style="list-style-type: none"> • Performance tasks. Test items that require students to provide either a short or extended written response. Short-response items may, for example, ask students to describe a character in a story, write a mathematical equation, or explain a scientific concept. Examples of extended-response items include comparing two characters, constructing a graph, or describing the steps in an experiment. Performance tasks are included in FCAT Reading (grades 4, 8, and 10), FCAT Mathematics (grades 5, 8, and 10), and FCAT Science (grades 5, 8, and 11) (Refer to Question 4). • Writing prompt or prompted essay. Test items in which the student is given a topic on which to write an essay. Writing-prompt items are included in the essay portion of FCAT Writing+ (Refer to Question 4). <p>The NRT portions of the FCAT, the <i>Stanford 10</i> developed by Harcourt Assessment, include only multiple-choice items.</p>
<p>4. In what grades is the FCAT administered?</p>	<p>Current law requires the FCAT to assess students in reading, writing, mathematics, and science. Students must be assessed annually in grades 3 through 10 in reading and mathematics. Both the CRT and NRT portions of the FCAT satisfy these requirements by assessing students in reading and mathematics in grades 3 through 10.</p> <p>Current law requires the assessment of students in writing and science at least once at the elementary, middle, and high school levels. DOE consequently determined that the CRT portions of the FCAT assess students in writing in grades 4, 8, and 10 and in science in grades 5, 8, and 11. The NRT portions of FCAT (<i>i.e.</i>, <i>Stanford 10</i>) do not assess students in writing or science.</p> <p>The following table shows the grade levels at which each subject test is administered and the types of test items included in each test (Refer to Question 3):</p>

Florida Comprehensive Assessment Test (FCAT)

FCAT CRT Items by Subject and Grade Level				
Grade	Reading	Writing+	Mathematics	Science
3	MC		MC	
4	MC, SR, ER	WP, MC	MC	
5	MC		MC, GR, SR, ER	MC, SR, ER
6	MC		MC, GR	
7	MC		MC, GR	
8	MC, SR, ER	WP, MC	MC, GR, SR, ER	MC, GR, SR, ER
9	MC		MC, GR	
10	MC, SR, ER	WP, MC	MC, GR, SR, ER	
11				MC, GR, SR, ER
Retake	MC		MC, GR	

KEY: **MC** Multiple choice
GR Gridded response
SR Short-response performance task
ER Extended-response performance task
WP Writing prompt or prompted essay

<p>5. When is the FCAT administered?</p>	<p>Current law requires the Commissioner of Education to establish a schedule for administration of the FCAT which provides for the latest possible administration of the test and the earliest possible provision of the results to the school districts, which is feasible within available technology and appropriations. For the 2007-2008 school year, the commissioner has established the following testing schedule:</p> <table border="0"> <tr> <td style="text-align: center;"> <p>February 12-15, 2008</p> <p>FCAT Writing+ (Grades 4, 8, and 10)</p> </td> <td style="text-align: center;"> <p>March 11-24, 2008</p> <p>FCAT Reading, FCAT Mathematics, and <i>Stanford 10</i> (NRT in reading and mathematics) (Grades 3-10)</p> <p>FCAT Science (Grades 5, 8, and 11)</p> </td> </tr> </table> <p>The schedule also includes dates for students to retake FCAT Reading and FCAT Mathematics:</p> <table border="0"> <tr> <td style="text-align: center;"> <p>September 24-28, 2007 or October 1-5, 2007 (Grades 11-Adult)</p> </td> <td style="text-align: center;"> <p>March 11-24, 2008 (Grades 11-Adult)</p> <p>June 16-20, 2008 or June 23-27, 2008 (Students scheduled to graduate May or June 2009 – Adult)</p> </td> </tr> </table>	<p>February 12-15, 2008</p> <p>FCAT Writing+ (Grades 4, 8, and 10)</p>	<p>March 11-24, 2008</p> <p>FCAT Reading, FCAT Mathematics, and <i>Stanford 10</i> (NRT in reading and mathematics) (Grades 3-10)</p> <p>FCAT Science (Grades 5, 8, and 11)</p>	<p>September 24-28, 2007 or October 1-5, 2007 (Grades 11-Adult)</p>	<p>March 11-24, 2008 (Grades 11-Adult)</p> <p>June 16-20, 2008 or June 23-27, 2008 (Students scheduled to graduate May or June 2009 – Adult)</p>
<p>February 12-15, 2008</p> <p>FCAT Writing+ (Grades 4, 8, and 10)</p>	<p>March 11-24, 2008</p> <p>FCAT Reading, FCAT Mathematics, and <i>Stanford 10</i> (NRT in reading and mathematics) (Grades 3-10)</p> <p>FCAT Science (Grades 5, 8, and 11)</p>				
<p>September 24-28, 2007 or October 1-5, 2007 (Grades 11-Adult)</p>	<p>March 11-24, 2008 (Grades 11-Adult)</p> <p>June 16-20, 2008 or June 23-27, 2008 (Students scheduled to graduate May or June 2009 – Adult)</p>				

Florida Comprehensive Assessment Test (FCAT)

6. How is the FCAT scored?	<p>Multiple-choice and gridded-response items are “machine scored,” that is, scanned and scored using automated systems. Performance tasks (short-response and extended-response items) and prompted essays are handscored by trained evaluators. After student responses on the FCAT are machine scored or handscored, DOE performs statistical analyses on the responses, known as “equating,” to compare them to responses from testing in prior years.</p> <p>To equate tests from one year to the next, some operational (scored) items from one year are selected to appear identically on the following year’s test. Test items repeated the following year are known as “anchor items” and are not counted as part of the student’s score. Based on the statistical relationship between student scores on the anchor items and scores on the operational items, the scores on the second year’s test are scaled to scores on the first year’s test, thereby allowing the scores to be compared.</p> <p>The results of equating are scale scores ranging from 100 to 500. Scale scores are calculated in grades 3 through 10 for FCAT Reading and FCAT Mathematics. Scale scores for FCAT Writing+ (grades 4, 8, and 10) and FCAT Science (grades 5, 8, and 10) are also calculated.</p>
7. How are FCAT scores reported and what do the scores mean?	<p>FCAT scores are generally reported in two ways: by achievement level and by developmental scale score.</p> <p>The State Board of Education has adopted rules establishing five achievement levels for FCAT. Level 5 represents the greatest achievement, while Level 1 signifies the lowest achievement. The rules identify ranges of scale scores, by grade level, for each achievement level. For example, a student scoring in Level 1 on FCAT Reading earned a scale score that falls within a range from 100 to 258, while a student scoring at Level 5 earned a scale score within a range from 394 to 500. The upper and lower scale scores of each achievement-level range are known as “cut-point scores.” DOE periodically establishes standards setting committees to recommend cut-point scores for the five achievement levels through a process, known as “bookmarking,” for reviewing grade-level expectations for student performance on FCAT test items. Committee members include teachers from the targeted grade levels and subject areas, school and district curriculum specialists, school and district administrators, university faculty from the discipline areas, and business and community leaders.</p> <p>Students who score at Levels 3, 4, or 5 are performing at or above grade-level expectations. Students who score at</p>

Florida Comprehensive Assessment Test (FCAT)

	<p>Level 1 or 2 are performing below expectations and need additional instruction in the content assessed at that grade level.</p> <p>Achievement-level scores (Levels 1-5) are reported for FCAT Reading and FCAT Mathematics (grades 3-10), for FCAT Writing+ (grades 4, 8, and 10), and for FCAT Science (grades 5, 8, and 10).</p> <p>The state board's rules also provide for the reporting of FCAT scores according to a developmental scale, which represents a student's grade-to-grade growth. DOE periodically establishes the developmental scale, which comprises ranges of scores from 0 to 3000, by performing statistical analyses, know as "linking," which are similar to equating. Operational (scored) items included on one grade level's FCAT appear identically as "linking items" on the FCAT tests for one grade level above and one grade level below the operational test. Linking allows DOE to calculate the developmental scale by comparing the statistical relationship between student performance on linking items at one grade level to performance at the adjacent grade levels.</p> <p>An individual student's FCAT scale score (Refer to Question 6) ranging from 100 to 500 is converted to a developmental scale score ranging from 0 to 3000, which allows the student's FCAT score to be plotted on the developmental scale. The student's developmental scale score shows whether the student's performance improved, declined, or remained consistent from grade to grade.</p> <p>Developmental scale scores are calculated in grades 3 through 10 for FCAT Reading and FCAT Mathematics. Because linking requires scale scores for adjacent grade-level tests, developmental scale scores cannot be calculated for FCAT Writing+ (grades 4, 8, or 10) or FCAT Science (grades 5, 8, or 11).</p>
<p>8. How are a student's FCAT scores used?</p>	<p>School grades. FCAT scores in reading and mathematics (grades 3-10), science (grades 5, 8, and 11), and the essay portion of FCAT Writing+ (grades 4, 8, and 10) are used to calculate school grades (Refer to School Grades Fact Sheet).</p> <p>Graduation requirement. To receive a standard high school diploma, students must earn passing scores on the grade 10 FCAT in reading and mathematics or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT</p>

Florida Comprehensive Assessment Test (FCAT)

(Refer to High School Graduation Fact Sheet). Beginning with the graduating class of 2010, students must also earn a passing score on FCAT Writing+.

The FCAT graduation requirement is waived for purposes of a standard high school diploma for a student with a disability, if:

- The student's Individualized Education Program (IEP) team determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all allowable accommodations **(Refer to FCAT Accommodations and Alternative Assessment Fact Sheet)**;
- The student completes the minimum number of credits and other graduation requirements; and
- The student does not pass the grade 10 FCAT after one attempt in grade 10 and one attempt in grade 11.

Third-grade promotion. To be promoted from grade 3 to grade 4, a student must score at Level 2 or higher on grade 3 FCAT Reading. The Legislature has authorized "good cause" exemptions from mandatory retention for the following students:

- Limited English proficient (LEP) students with less than 2 years of English for Speakers of Other Languages (ESOL);
- Students with disabilities who take an alternative standardized reading assessment;
- Students who demonstrate, through a student portfolio, that they are reading at a level equal to at least a Level 2 on FCAT Reading;
- Students with disabilities who take the FCAT, but who were previously retained in grades K-3 and who have received intensive remediation in reading for more than 2 years; and
- Students who were previously retained in grades K-3 for a total of 2 years and who have received intensive remediation in reading for 2 or more years.

School districts must also implement a policy of midyear promotion to grade 4 of a student retained in grade 3, if the student demonstrates based on subsequent assessments, alternative assessments, and portfolio reviews that the student is a successful and independent reader, reading at or above grade level, and ready for grade 4. Students promoted after November 1 must demonstrate proficiency above Level 2 on grade 3 FCAT Reading.

Florida Comprehensive Assessment Test (FCAT)

	<p>Intensive remediation. A student in middle school (grades 6-8), or a high school student (grades 9-11), must complete an intensive reading course, if the student scores at Level 1 on FCAT Reading in the prior year. If the student scores at Level 2, the student must be placed in either an intensive reading course or a content-area course in which reading strategies are determined by diagnosis of reading needs.</p> <p>Progress monitoring. A student in grades 3-10 who scores below Level 3 on FCAT Reading or FCAT Mathematics must be administered additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The student’s school, in consultation with the student’s parents, must implement one of the following progress monitoring plans:</p> <ul style="list-style-type: none"> • A federally required student plan, such as an Individualized Education Program (IEP); • A schoolwide system of progress monitoring for all students; or • An individualized progress monitoring plan. <p>Merit-based pay supplements. Performance-based pay supplements under the Merit Award Program must be based on employee evaluations. At least 60 percent of an employee’s overall evaluation must be based on student academic proficiency or learning gains measured by statewide standardized tests (<i>i.e.</i>, FCAT). For subjects not measured by the statewide assessment program, a school district may base the employee’s evaluation on student performance on national, state, or district-determined tests for the content area and grade level (<i>e.g.</i>, end-of-course examinations).</p> <p>Adequate yearly progress. The FCAT Reading and FCAT Mathematics assessments in grades 3-10, and the essay portion of FCAT Writing+ in grades 4, 8, and 10, are used to determine a school’s adequate yearly progress (AYP) in accordance with the federal No Child Left Behind Act (Refer to No Child Left Behind (NCLB) Act Fact Sheet).</p>
<p>9. What options are available for students who do not pass the grade 10 FCAT?</p>	<p>If a student does not pass the grade 10 FCAT, he or she may retake the test as many times as the student wishes until passing. Based on the testing schedule (Refer to Question 5), a student generally has six opportunities to pass the grade 10 FCAT before graduation.</p>

Florida Comprehensive Assessment Test (FCAT)

	<p>Students who meet all requirements for a standard high school diploma except passage of the grade 10 FCAT or concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests, by the end of grade 12 must be provided the following learning opportunities:</p> <ul style="list-style-type: none"> • Participation in an accelerated high school equivalency (GED) diploma preparation program during the summer; • Allowance to take the College Placement Test and be admitted to remedial or credit courses at a community college, upon receipt of a certificate of completion; and • Participation in an adult general education program for the period that the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program has the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma. <p>In addition, limited English proficient (LEP) students enrolled in an English for Speakers of Other Languages (ESOL) program for less than 2 years, who meet all requirements for a standard high school diploma except passage of the grade 10 FCAT or concordant scores on the SAT or ACT tests, may receive immersion English language instruction the summer after the end of grade 12. The students receiving immersion instruction may take the grade 10 FCAT, SAT, or ACT and may receive a standard high school diploma upon passage of the grade 10 FCAT or concordant scores on the SAT or ACT.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1001.02, F.S. – General Powers of the State Board of Education. Section 1003.4156, F.S. – General Requirements for Middle Grades Promotion. Section 1003.428, F.S. – General Requirements for High School Graduation; Revised. Section 1003.429, F.S. – Accelerated High School Graduation Options. Section 1003.42, F.S. – General Requirements for High School Graduation. Section 1003.433(2) and (3), F.S. – Learning Opportunities for Out-of-State and Out-of-Country Transfer Students and Students Needing Additional Instruction to Meet High School Graduation Requirements. Section 1008.22, F.S. – Student Assessment Program for Public Schools.</p>

Florida Comprehensive Assessment Test (FCAT)

	<p>Section 1008.25, F.S. – Public School Student Progression; Remedial Instruction; Reporting Requirements. Section 1008.33, F.S. – Authority to Enforce Public School Improvement. Section 1008.345, F.S. – Implementation of State System of School Improvement and Education Accountability. Section 1012.225, F.S. – Merit Award Program for Instructional Personnel and School-Based Administrators. Section 1012.2251, F.S. – End-of-Course Examinations for Merit Award Program.</p> <p>Rule 6A-1.09422, F.A.C. – Florida Comprehensive Assessment Test Requirements. Rule 6A-1.09432, F.A.C. – Assessment of Limited English Proficient Students. Rule 6A-1.0943, F.A.C. – Statewide Assessment for Students with Disabilities. Rule 6A-1.09981, F.A.C. – Implementation of Florida’s System of School Improvement and Accountability.</p>
11. Where can I get additional information?	<p>Department of Education Office of Assessment and School Performance (850) 245-0513 www.fldoe.org/asp/</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
FCAT Accommodations and
Alternate Assessment

Fact
Sheet

January 2008

1. Is a student with a disability required to take the FCAT?

A student with a disability is required to take the Florida Comprehensive Assessment Test (FCAT) unless the student has a disability recognized under the federal Individuals with Disabilities Education Act (IDEA) and the student's individualized education plan (IEP) team determines that:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the *Sunshine State Standards* even with appropriate and allowable course modifications; and
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

When an IEP team makes the determination under these criteria that the student has a significant cognitive disability, the student is no longer required to take the FCAT but must take an alternate assessment. Beginning in March 2008, the Department of Education (DOE) will require school districts to administer the Florida Alternate Assessment for students with significant cognitive disabilities.

In addition, DOE rules authorize the Commissioner of Education to exempt a student with a disability from meeting the grade 10 FCAT requirement for graduation with a standard high school diploma due to extraordinary circumstances in which the student's FCAT results reflect the student's impaired sensory, manual, or speaking skills, rather than the student's achievement. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and are measured by the FCAT. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances.

Disabilities recognized in DOE rules include mentally handicapped, deaf or hard-of-hearing, speech or language impairments, visually impaired (including blindness), emotional/behavioral disabilities, dual sensory impaired, orthopedic impairments, autism spectrum disorder, traumatic brain injury, other health impairments,

FCAT Accommodations and Alternate Assessment

	<p>homebound/hospitalized, and specific learning disabilities. These terms are consistent with provisions of the IDEA.</p> <p>(Refer to Exceptional Student Education (ESE) Fact Sheet and Florida Comprehensive Assessment Test (FCAT) Fact Sheet.)</p>
<p>2. Is a student classified as an English language learner required to take the FCAT?</p>	<p>A student classified as an English language learner (“ELL,” also known as a limited English proficient (LEP) student) is required to take the FCAT unless the student has been served in an approved English for Speakers of Other Languages (ESOL) program for 12 months or less and the student’s ELL committee determines that the student’s participation in the FCAT would have an unsound instructional effect on the student. The ELL committee must consider at least two of the following in making the determination:</p> <ul style="list-style-type: none"> • The student’s level of mastery of basic competencies or skills in English and the heritage language according to appropriate local, state, and national criterion-referenced standards; • The student’s grades from the current or previous years; • Other test results; • The extent and nature of prior educational and social experiences and a student interview; or • Written recommendations and observation by current and previous international and supportive services staff. <p>When an ELL team makes the determination under these criteria that the ELL’s participation in the FCAT would have an unsound instructional effect, the ELL is no longer required to take the FCAT but must take an alternate assessment.</p> <p>An ELL is a student whose heritage language is other than English and whose English aural comprehension, speaking, reading, or writing proficiency—as determined by a local English language proficiency assessment—is below the average English proficiency level of English speaking students of the same age and grade.</p> <p>(Refer to English for Speakers of Other Languages (ESOL) Fact Sheet and Florida Comprehensive Assessment Test (FCAT) Fact Sheet.)</p>
<p>3. Who is eligible for testing accommodations when taking the FCAT?</p>	<p>If a student with a disability or an ELL is required to take the FCAT, the student may be eligible for testing accommodations while taking the FCAT, if the accommodations:</p> <ul style="list-style-type: none"> • Are recorded on the student’s IEP, 504 accommodation

FCAT Accommodations and Alternate Assessment

	<p>plan (see below), or ELL student plan;</p> <ul style="list-style-type: none"> • Do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity; and • Have been used by the student in classroom instruction. <p>Some students are not eligible for special education and related services under the IDEA but have disabilities recognized under Section 504 of the federal Rehabilitation Act of 1973, which include physical or mental impairments that substantially limit one or more major life activities. Students with disabilities recognized under Section 504 are eligible for accommodations that the student's 504 plan team determines are needed by the student.</p>
<p>4. What types of testing accommodations are authorized for the FCAT?</p>	<p>Testing accommodations for the FCAT are adjustments to the test administration that allow a student to demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills or limited English proficiency. Several examples of testing accommodations include:</p> <ul style="list-style-type: none"> • Presentation. Students may be administered sessions of the test through the use of large print or braille versions of the test; devices to magnify the test; or signed or oral presentation of the test directions, writing prompts, and mathematics items (but not reading passages or reading test questions). • Response. All responses must be in English. Students may respond to test questions orally, by signing, by typing, by using a machine to write in braille, or by writing in the test book or on separate paper. • Scheduling. Students may be allowed flexible scheduling of their testing through the division of normal testing sessions into two or more smaller sessions with breaks in between, and through extended time for any session on the test. • Setting. Students may be administered the test individually or in small groups with a test administrator or proctor, or in a specially designed classroom to accommodate special lighting or equipment needs with a test administrator or proctor present. ELLs may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as test administrator. • Assistive Devices. Students may use assistive devices that are typically used in classroom instruction (such as auditory amplification devices) and technology for writing assessments or extended-response items without accessing spelling or grammar-checking

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	<p>applications.</p> <ul style="list-style-type: none"> • Heritage Language Assistance. Students classified as ELLs may be provided with a heritage-language-to-English/English-to-heritage language dictionary. <p>(Refer to Exceptional Student Education (ESE) Fact Sheet for an expanded list of testing accommodations authorized for students with disabilities.)</p> <p>In addition to the testing accommodations that have been authorized, a student with a disability that needs a unique accommodation may submit a request for approval of the accommodation to the Department of Education. Unique accommodations must be approved by the Commissioner of Education.</p>
<p>5. How does a parent know if an accommodation used in classroom instruction is permissible on the FCAT?</p>	<p>Some accommodations that students with disabilities may receive in the classroom are not authorized on the FCAT because the accommodations change what the test is intended to measure or affect the test's reliability and validity. If accommodations are recommended for classroom instruction or testing which are not permitted on the FCAT, parents must be notified and give their signed consent for the use of those accommodations in the classroom. Parents must acknowledge, in writing, that they understand the possible impact or future consequences of using accommodations in the classroom that are not permitted on the FCAT.</p>
<p>6. May a student with a disability receive a standard high school diploma if the student receives testing accommodations on the FCAT?</p>	<p>Yes. Use of testing accommodations on the FCAT has no bearing on the type of diploma issued to the student for completing school.</p>
<p>7. Is a student with a disability who does not earn passing scores on the grade 10 FCAT eligible for a standard high school diploma?</p>	<p>Yes. A student with a disability, as defined in the state's Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, may earn a standard high school diploma without earning passing scores on the grade 10 FCAT, if:</p> <ul style="list-style-type: none"> • The student's IEP team determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations; • The student completes the state's 24-credit and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a

FCAT Accommodations and Alternate Assessment

	<p>standard high school diploma;</p> <ul style="list-style-type: none"> • The student has demonstrated mastery of the grade 10 <i>Sunshine State Standards</i>. To determine whether a student has demonstrated mastery, several data sources are reviewed by the student’s IEP team, which may include, but are not limited to, report cards, performance on other academic standardized assessments, classroom performance, and performance in remedial courses; • The student has taken the grade 10 FCAT with appropriate, allowable accommodations in grades 10 and 11 (or if not continuously enrolled in a Florida public school, at least once during each year of enrollment in grades 10, 11, or 12) and during March of the student’s senior year; and • The student has participated in intensive remediation for FCAT Reading and FCAT Mathematics if passing scores were not earned in the assessments. <p>The ENNOBLES Act defines a student with a disability as a student who is documented as having:</p> <p style="padding-left: 40px;">mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.</p> <p>If a student’s IEP team determines that the student has a significant cognitive disability and the student is not required to take the FCAT (Refer to Question 1), the student may earn a special diploma.</p> <p>(Refer to Florida Comprehensive Assessment Test (FCAT) Fact Sheet, Exceptional Student Education (ESE) Fact Sheet, and High School Graduation Fact Sheet.)</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Section 1002.23(2)(f), F.S. – Family and School Partnership for Student Achievement Act. Section 1003.4156, F.S. – General Requirements for Middle Grades Promotion. Section 1003.428(8)(a), F.S. – General Requirements for High School Graduation; Revised. Section 1003.43(8) and (11), F.S. – General Requirements for High School Graduation. Section 1003.428, F.S. – Special High School Graduation</p>

FCAT Accommodations and Alternate Assessment

	<p>Requirements for Certain Exceptional Students. Section 1007.02, F.S. – Access to Postsecondary Education and Meaningful Careers for Students with Disabilities; Popular Name; Definition (ENNOBLES Act). Section 1008.22, F.S. – Student Assessment Program for Public Schools. Section 1008.25, F.S. – Public School Progression; Remedial Instruction; Reporting Requirements.</p> <p>Rule 6A-1.0942, F.A.C. – State Student Assessment Test Requirements for Graduation from High School. Rule 6A-1.0943, F.A.C. – Statewide Assessment for Students with Disabilities. Rule 6A-1.09431, F.A.C. – Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma. Rule 6A-1.09432, F.A.C. – Assessment of Limited English Proficient Students. Rule 6A-6.0901, F.A.C. – Definitions Which Apply to Programs for Limited English Proficient Students. Rule 6A-6.09091, F.A.C. – Accommodations of the Statewide Assessment Program Instruments and Procedures for Limited English Proficient Students.</p> <p>Title 20, United States Code, section 1401(3)(A). – Definitions (Individuals with Disabilities Education Act). Title 29, United States Code, section 705(9). – Definitions (Rehabilitation Act of 1973). Title 29, United States Code, section 794. – Nondiscrimination Under Federal Grants and Programs (Rehabilitation Act of 1973).</p>
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education Assessment and School Performance Office (850) 245-0513 www.fldoe.org/asp</p> <p>Bureau of Exceptional Education and Student Services (850) 245-0475 www.fldoe.org/ese</p> <p>Bureau of Academic Achievement through Language Acquisition (850) 245-5074 www.fldoe.org/aala</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



<p>1. What letter grades are assigned to schools?</p>	<p>A school's grade is calculated based on a point system, as follows:</p> <ul style="list-style-type: none">• "A" – 525 or more points – school making excellent progress.• "B" – 495-524 points – school making above average progress.• "C" – 435-494 points – school making satisfactory progress.• "D" – 395-434 points – school making less than satisfactory progress.• "F" – Less than 395 points – school failing to make adequate progress.
<p>2. What criteria are used for determining a school's grade?</p>	<p>A school's grade is calculated based on points earned as a result of the school's student scores on the Florida Comprehensive Assessment Test (FCAT). Points earned are added together, and a school grade is received according to the school grading scale (Refer to Question 1), as follows:</p> <p><i>High achievement scores:</i></p> <ul style="list-style-type: none">• One point for each percent of students who meet high standards by scoring at achievement levels 3, 4, or 5 in FCAT Reading.• One point for each percent of students who meet high standards by scoring at achievement levels 3, 4, or 5 in FCAT Mathematics.• One point for each percent of students who meet high standards by scoring at achievement levels 3, 4, or 5 in FCAT Science.• One point for each percent of students who meet high standards by scoring 3.5 or higher in the essay portion of FCAT Writing+. If less than 30 eligible students are tested in writing, the district average in writing is substituted. <p><i>Annual learning gains (Refer to Question 3):</i></p> <ul style="list-style-type: none">• One point for each percent of students making learning gains in reading.• One point for each percent of students making learning gains in mathematics. <p><i>Adequate progress of the school's students who score in the lowest 25 percent of students in FCAT Reading or FCAT Mathematics:</i></p>

	<ul style="list-style-type: none"> • One point for each percent of the lowest 25 percent making learning gains in reading. If less than 30 eligible students are tested, the school’s reading learning gains are substituted. • One point for each percent of the lowest 25 percent making learning gains in mathematics. If less than 30 eligible students are tested, the school’s mathematics learning gains are substituted. <p>A student is not counted in the lowest 25 percent unless the student scores in achievement levels 1, 2, or 3.</p> <p>If less than 50 percent of the students in the lowest 25 percent make learning gains from the prior year in reading and mathematics, an “A” is reduced by one letter grade. If less than 50 percent of the lowest 25 percent make learning gains from the prior 2 years, a “B” or “C” is reduced by one letter grade.</p> <p><i>Percentage tested:</i></p> <ul style="list-style-type: none"> • To earn an “A,” at least 95 percent of eligible students must take the FCAT. To earn a “B,” “C,” or “D,” at least 90 percent of the eligible students must take the FCAT. If less than 90 percent of the eligible students take the FCAT, an “I” (Incomplete) is assigned, regardless of the grade points earned. <p><i>Retake bonus points for high schools:</i></p> <ul style="list-style-type: none"> • High schools are eligible for ten bonus points, added to their total school grade points, if at least 50 percent of 11th and 12th grade students retaking the grade 10 FCAT meet the graduation requirement in both reading and mathematics. <p>(Refer to Florida Comprehensive Assessment Test Fact Sheet.)</p>
<p>3. What are “annual learning gains”?</p>	<p>An “annual learning gain” is an increase in a student’s learning from the prior year, as measured by the FCAT. A student makes a learning gain if one of the following three criteria are met:</p> <ul style="list-style-type: none"> • Improved FCAT achievement level from prior year (e.g., from level 1 to level 2); • Maintained FCAT achievement levels 3, 4, or 5 from prior year; or • Maintained FCAT achievement levels 1 or 2 and demonstrated more than 1 year’s growth according to FCAT developmental scale scores, which establish by grade level the anticipated increase in a student’s FCAT scale scores from the prior year. A retained student’s

	<p>increase in developmental scale scores for repeated grade levels is not used to calculate learning gains.</p> <p>Following the release of the 2007 FCAT results, the Department of Education conducted an analysis of the 2006 grade 3 FCAT Reading scores. The analysis showed that the 2006 grade 3 FCAT Reading results were potentially unreliable. Accordingly, the State Board of Education decided that the 2007 school grades would be calculated by excluding the 2006 grade 3 FCAT Reading results, with safeguards to ensure that no school is disadvantaged by the decision. For 2007 school grades only, the percentage of students making learning gains in reading is calculated both with and without the 2005-2006 grade 3 FCAT Reading scores. The gain percentages are compared and the highest percentage is used in determining the total points earned. This calculation is also used for the percentage of low performing students making learning gains in reading.</p> <p>A student is not included in the calculation of learning gains, if the student's FCAT achievement level declines from the prior year, even if the lower score is at or above grade level.</p>
<p>4. Are all students' FCAT scores counted toward a school's grade?</p>	<p>Except for students with disabilities whose Individualized Education Program (IEP) team determines that the FCAT is inappropriate, all students are required to take the FCAT. The FCAT scores of students in a standard curriculum, speech impaired, gifted, hospital homebound, and English Language Learners (ELL) in an English for Speakers of Other Languages (ESOL) program for more than 2 years are included in school grade calculations. Students with any other disability and ELL students in an ESOL program for less than 2 years are included in the learning gains components of school grades, but are excluded from the achievement score components in reading, mathematics, science, and writing.</p> <p>(Refer to English for Speakers of Other Languages Fact Sheet and Exceptional Student Education Fact Sheet.)</p>
<p>5. Are all schools graded?</p>	<p>All public schools, including charter schools, that have at least 30 students with valid FCAT scores in reading and mathematics for the prior year and current year are generally assigned a school grade. Department of Juvenile Justice schools are not graded, and alternative schools have the option of earning a school grade or a school improvement rating (Refer to Question 7).</p>
<p>6. May a school earn a high grade by focusing only on its highest achieving students?</p>	<p>No. A school's grade is based on how well all of the school's eligible students score on the FCAT and whether the school's lowest 25 percent of students make adequate progress in reading and mathematics (Refer to Question 2). Thus, to achieve a higher grade, a school must also</p>

	<p>focus on improving the scores of its lowest performing students.</p>
<p>7. What are school improvement ratings?</p>	<p>School improvement ratings are indicators of whether an alternative school’s performance has improved, remained the same, or declined from the prior year based on student FCAT scores. An alternative school that earns a school improvement rating receives one of the following:</p> <ul style="list-style-type: none"> • “Improving” – schools with students making more academic progress than when served in their home schools; • “Maintaining” – schools with students making progress equivalent to academic progress made when served in their home schools; or • “Declining” – schools with students making less academic progress than when served in their home schools.
<p>8. Are there rewards for schools earning high grades?</p>	<p>Yes. Under the Florida School Recognition Program, schools earning an “A” or improving at least one letter grade are eligible for recognition. In addition, alternative schools maintaining an “Improving” rating or improving at least one level are eligible for recognition. Eligible schools may receive financial awards of up to \$100 per student.</p> <p>Schools earning an “A” or improving at least two letter grades are eligible for “deregulated status” and increased authority over the allocation of the school’s budget. Schools eligible for deregulated status are exempt from all statutes of the Florida K-20 Education Code, except those pertaining to civil rights; student health, safety, and welfare; public records and meetings; and certain budgeting and financial matters. In addition, school boards must give recognized schools greater authority over the school’s total budget, including, but not limited to, allocation of instructional staff and the acquisition of instructional materials, equipment, and technology. (Refer to School Recognition Fact Sheet.)</p>
<p>9. What assistance is available for “D” and “F” schools?</p>	<p>A school earning a “D” or “F” is eligible for participation in the Assistance Plus program. For 2006-2007, participating Assistance Plus schools were eligible for the following:</p> <ul style="list-style-type: none"> • Mathematics coaches – school districts are required to employ mathematics coaches for all repeating “F,” single “F,” and “D”-former-“F” schools. • School Point People – educational professionals partner with “D” or “F” schools and provide support, technical assistance, and Assistance Plus resources. • School site visits – school improvement facilitators and School Point People conduct routine site visits of “D” schools. • Professional development – School Point People are

	<p>trained on tools necessary to work with schools to increase academic performance.</p> <ul style="list-style-type: none"> • Conference calls – principals of Assistance Plus schools participate in monthly conference calls to collaborate on strategies and best practices for improvement. <p>In addition, the Commissioner of Education assigns a community assessment team to each school district with an “F” school to review school performance data, determine causes for the low performance, and recommend a district assistance and intervention plan. The Commissioner of Education has established the following requirements for these district action plans for 2007-2008:</p> <ul style="list-style-type: none"> • School district must locate and hire quality staff. • School board’s budget must include funds targeted to critical needs of “F” schools. • School board must ensure that all schools have the necessary resources and materials for success. • School board must establish policies to minimize promotion of unprepared students. • School board must implement a student progress monitoring system. • School board must take emergency action to close repeating “F” charter schools. <p>Students assigned to schools receiving an “F” for 2 school years in a 4-year period are eligible to participate in the Opportunity Scholarship Program. (Refer to Opportunity Scholarship Program Fact Sheet.)</p>																																																												
<p>10. How do parents find out about school grades?</p>	<p>The Department of Education annually publishes school grades and school improvement ratings. To assist parents in understanding school grades, the department issues an easy-to-read report card for each school. The report cards are provided to each parent by the school districts and are published on the department’s website at schoolgrades.fldoe.org.</p>																																																												
<p>11. How many schools earned each letter grade?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>A</u></th> <th style="text-align: center;"><u>B</u></th> <th style="text-align: center;"><u>C</u></th> <th style="text-align: center;"><u>D</u></th> <th style="text-align: center;"><u>F</u></th> </tr> </thead> <tbody> <tr> <td>1998-1999</td> <td style="text-align: center;">202</td> <td style="text-align: center;">313</td> <td style="text-align: center;">1,230</td> <td style="text-align: center;">601</td> <td style="text-align: center;">76</td> </tr> <tr> <td>1999-2000</td> <td style="text-align: center;">579</td> <td style="text-align: center;">266</td> <td style="text-align: center;">1,165</td> <td style="text-align: center;">397</td> <td style="text-align: center;">4</td> </tr> <tr> <td>2000-2001</td> <td style="text-align: center;">592</td> <td style="text-align: center;">412</td> <td style="text-align: center;">1,122</td> <td style="text-align: center;">307</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2001-2002</td> <td style="text-align: center;">894</td> <td style="text-align: center;">553</td> <td style="text-align: center;">725</td> <td style="text-align: center;">185</td> <td style="text-align: center;">64</td> </tr> <tr> <td>2002-2003</td> <td style="text-align: center;">1,242</td> <td style="text-align: center;">567</td> <td style="text-align: center;">536</td> <td style="text-align: center;">138</td> <td style="text-align: center;">35</td> </tr> <tr> <td>2003-2004</td> <td style="text-align: center;">1,262</td> <td style="text-align: center;">540</td> <td style="text-align: center;">615</td> <td style="text-align: center;">184</td> <td style="text-align: center;">49</td> </tr> <tr> <td>2004-2005</td> <td style="text-align: center;">1,255</td> <td style="text-align: center;">589</td> <td style="text-align: center;">619</td> <td style="text-align: center;">230</td> <td style="text-align: center;">78</td> </tr> <tr> <td>2005-2006</td> <td style="text-align: center;">1,467</td> <td style="text-align: center;">610</td> <td style="text-align: center;">570</td> <td style="text-align: center;">122</td> <td style="text-align: center;">21</td> </tr> <tr> <td>2006-2007</td> <td style="text-align: center;">1,472</td> <td style="text-align: center;">469</td> <td style="text-align: center;">588</td> <td style="text-align: center;">220</td> <td style="text-align: center;">82</td> </tr> </tbody> </table>		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	1998-1999	202	313	1,230	601	76	1999-2000	579	266	1,165	397	4	2000-2001	592	412	1,122	307	0	2001-2002	894	553	725	185	64	2002-2003	1,242	567	536	138	35	2003-2004	1,262	540	615	184	49	2004-2005	1,255	589	619	230	78	2005-2006	1,467	610	570	122	21	2006-2007	1,472	469	588	220	82
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<p>12. What are the applicable statutes and rules?</p>	<p>Section 1001.42(17)(d), F.S. – Powers and Duties of District School Board (Local-Level Decisionmaking). Section 1002.38, F.S. – Opportunity Scholarship Program.</p>																																																												

	<p>Section 1008.22, F.S. – Student Assessment Program for Public Schools. Section 1008.33, F.S. – Authority to Enforce Public School Improvement. Section 1008.34(2), F.S. – School Grading System; School Report Cards; District Grade (School Grades). Section 1008.34(3), F.S. – School Grading System; School Report Cards; District Grade (Designation of School Grades). Section 1008.34(4), F.S. – School Grading System; School Report Cards; District Grade (School Improvement Ratings). Section 1008.34(5), F.S. – School Grading System; School Report Cards; District Grade (School Report Card). Section 1008.341, F.S. – School Improvement Rating for Alternative Schools. Section 1008.345, F.S. – Implementation of State System of School Improvement and Education Accountability. Section 1008.36, F.S. – Florida School Recognition Program. Section 1011.62(1)(f), F.S. – Funds for Operation of Schools (Supplemental Academic Instruction; Categorical Fund).</p> <p>Rule 6A-1.09422, F.A.C. – Florida Comprehensive Assessment Test Requirements. Rule 6A-1.0943, F.A.C. – Statewide Assessment for Students with Disabilities. Rule 6A-1.09432, F.A.C. – Assessment of Limited English Proficient Students. Rule 6A-1.09981, F.A.C. – Implementation of Florida’s System of School Improvement and Accountability.</p>
<p>13. Where can I get additional information?</p>	<p>Florida Department of Education Evaluation and Reporting (850) 245-0411 www.fldoe.org/evaluation/</p> <p>Assessment and School Performance (850) 245-0513 www.fldoe.org/asp/</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
School Recognition

Fact Sheet

January 2008

<p>1. What is the Florida School Recognition Program?</p>	<p>The Florida School Recognition Program provides public recognition and financial awards to schools demonstrating high student performance or showing substantial improvement in student performance.</p>
<p>2. Which schools are eligible for recognition?</p>	<p>Public schools, including charter schools, that receive a school grade of “A,” or that improve at least one letter grade from the prior year, are eligible for recognition and financial awards. In addition, alternative schools that maintain an “Improving” rating or improve at least one improvement-rating level are eligible. (Refer to School Grades Fact Sheet.)</p>
<p>3. What is “deregulated status”?</p>	<p>Schools earning a school grade of “A” or improving at least two letter grades are eligible for “deregulated status” and increased authority over the allocation of the school’s budget. Schools eligible for deregulated status are exempt from all statutes of the Florida K-20 Education Code, except those pertaining to civil rights; student health, safety, and welfare; public records and meetings; and certain budgeting and financial matters. In addition, school boards must give recognized schools greater authority over the school’s total budget, including, but not limited to, allocation of instructional staff and the acquisition of instructional materials, equipment, and technology.</p>
<p>4. Are schools that do not receive a school grade eligible for school recognition?</p>	<p>Yes. Alternative schools may choose to receive a school grade or an improvement rating. An alternative school receiving a school improvement rating is eligible for an award if it maintains an “Improving” rating or improves at least one improvement-rating level.</p>
<p>5. How many schools received school recognition this year?</p>	<p>In 2007, the school recognition list approved by the Department of Education includes 1,612 schools. The schools are receiving \$129,303,269 in financial awards.</p>
<p>6. Do schools have to apply to receive the award?</p>	<p>No. A school’s eligibility for an award is based exclusively on the school’s meeting statutorily defined performance criteria (Refer to Question 2).</p>
<p>7. How much is the financial award for each school?</p>	<p>Award amounts equal \$100 per student based on the school’s prior year enrollment.</p>
<p>8. How may funds from the</p>	<p>Financial awards may be used for the following:</p>

School Recognition

<p>financial awards be used?</p>	<ul style="list-style-type: none"> • Nonrecurring bonuses for faculty and staff; • Nonrecurring expenditures for educational equipment or materials; or • Temporary personnel to assist in maintaining and improving student performance.
<p>9. Who decides how the award is spent?</p>	<p>The school's staff and school advisory council jointly determine how the financial award is spent among the authorized purposes (Refer to Question 8). If a charter school does not have a school advisory council, the charter school's governing board should participate in the decision. If a school's staff and school advisory council do not reach a joint decision by November 1, the award is equally distributed to all classroom teachers currently teaching in the school.</p>
<p>10. May former faculty and staff employed at the school during the year the award was earned receive a bonus?</p>	<p>Yes. If the school's staff and school advisory council jointly approve bonuses before November 1, the school may pay the bonuses to faculty and staff employed during the school year for which the award was earned, even if a faculty or staff member is no longer employed by the school.</p>
<p>11. Are the financial awards subject to collective bargaining?</p>	<p>No. Current law specifies that "[n]otwithstanding statutory provisions to the contrary, incentive awards are not subject to collective bargaining."</p>
<p>12. What are the applicable statutes and rules?</p>	<p>Section 1001.42(17)(d), F.S. – Powers and Duties of District School Board (Local-Level Decisionmaking). Section 1008.341, F.S. – School Improvement Rating for Alternative Schools. Section 1008.345(7), F.S. – Implementation of State System of School Improvement and Education Accountability. Section 1008.36, F.S. – Florida School Recognition Program. Section 1003.63(7), F.S. – Deregulated Public Schools Pilot Program (Exemption from Statutes).</p> <p>Specific Appropriation 8, section 1, chapter 2007-72, L.O.F. – General Appropriations Act for Fiscal Year 2007-2008.</p> <p>Rule 6A-1.09981(10), F.A.C. – Implementation of Florida's System of School Improvement and Accountability (Rewards and Recognition).</p>
<p>13. Where can I get additional information?</p>	<p>Florida Department of Education Evaluation and Reporting (850) 245-0411</p>

School Recognition

	<p>www.fldoe.org/evaluation/ Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council **School Advisory Councils**

Fact Sheet

January 2008

<p>1. What is a school advisory council?</p>	<p>A school advisory council (SAC) is part of Florida's system of school improvement and education accountability. District school boards are required to establish a SAC at each public school in the district. A school district that has a student population of 10,000 or fewer students may instead establish a district advisory council that includes representation by at least one teacher from each school in the district.</p> <p>The SAC assists in the preparation and evaluation of the school's improvement plan and assists the school principal in preparation of the school's annual budget.</p> <p>Each public school must annually approve and implement a school improvement plan that addresses student achievement goals and strategies. A plan may also include analysis of student achievement and other school performance data. Each plan must be designed to achieve state education priorities and student proficiency on the Sunshine State Standards.</p>
<p>2. Who are the members of a school advisory council?</p>	<p>The SAC is composed of the school principal and an "appropriately balanced" number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. A majority of the members must not be employed by the school.</p> <p>Council members who are teachers, education support employees, students, or parents are elected by their respective peer group at the school.</p> <p>High school and career center advisory councils must include students. Middle and junior high school advisory councils may include students. Career center and adult education center advisory councils are not required to include parents.</p> <p>The district school board must establish procedures for a school to select the SAC's business and community members. The district school board must review the membership of each SAC. If a SAC is not representative of the ethnic, racial, and economic community served by the</p>

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	<p>school, the district school board must appoint additional members to achieve proper representation.</p> <p>State law prohibits funds in the Educational Enhancement Trust Fund (funds transferred from the sale of Florida Lottery tickets to benefit public education) from being released to a school district that does not comply with SAC membership requirements.</p>
<p>3. Is the membership of a school advisory council reviewed for compliance with state law?</p>	<p>Yes. School districts are required to develop policies for periodically monitoring the membership of SACs. The Department of Education is required to review the membership of each district's SACs. The Auditor General reviews SAC membership in his annual audits of school districts. In addition, the Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) reviews SAC membership as part of its best financial management practice reviews of each school district.</p>
<p>4. What are the duties of a school advisory council?</p>	<p>Each SAC has the following responsibilities:</p> <ul style="list-style-type: none"> • To assist in the preparation and evaluation of the school improvement plan; • To assist the school principal in the preparation of the school's annual budget; • To jointly determine with the school's staff the use of funds received from financial awards under the Florida School Recognition Program (Refer to School Recognition Fact Sheet); • To select programs and projects to receive funds provided to the school for enhancing student performance (Refer to Question 5); • To approve or disapprove proposals for programs that do not include a textbook as a major tool of instruction; • To perform those other functions prescribed by regulations of the district school board; and • If applicable, to develop with the school principal a proposal for the school to become a "deregulated school."
<p>5. Is funding provided for school advisory councils?</p>	<p>Yes. A portion of the funds deposited in the state's Educational Enhancement Trust Fund is distributed to each school district for disbursement to the public schools. The funds are used for programs and projects to enhance school performance through development and implementation of each school's improvement plan. These funds may be used only for programs or projects selected by the SAC. Neither school district staff nor a principal may override the recommendations of the SAC on the use of the</p>

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	<p>funds. The funds may not be used for capital improvements or for programs or projects having a duration of more than 1 year.</p> <p>In addition, the SAC jointly determines with the school's staff the use of any funds awarded to the school through the Florida School Recognition Program. However, if the school staff and the SAC cannot reach agreement by November 1, the awards must be equally distributed to all classroom teachers currently teaching in the school. (Refer to School Recognition Fact Sheet.)</p>
<p>6. How much funding is provided for school advisory councils?</p>	<p>The General Appropriations Act for Fiscal Year 2007-2008 provides \$263,449,842 for school districts from the Educational Enhancement Trust Fund. Of these funds, \$100 per student is provided for each school receiving financial awards under the Florida School Recognition Program (totaling \$129,303,269).</p> <p>The remaining \$134,146,573 is provided to the school districts. From these funds, each school district must allocate at least \$10 per unweighted full-time equivalent (FTE) student for the programs and projects selected by each SAC for enhancing student performance through its school improvement plan. The Legislature has provided funds for SACs each fiscal year since 1997.</p>
<p>7. Are meetings of a school advisory council subject to the Government-in-the-Sunshine Law?</p>	<p>Yes. SAC meetings are public meetings that are subject to the Government-in-the-Sunshine Law.</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Section 24.121, F.S. – Allocation of Revenues and Expenditure of Funds for Public Education (Educational Enhancement Trust Fund; lottery funds). Section 286.011(1), F.S. – Public Meetings and Records; Public Inspection; Criminal and Civil Penalties (Government-in-the-Sunshine Law). Section 1001.42(16), F.S. – Powers and Duties of District School Board (School Improvement Plans; Approval Process). Section 1001.452, F.S. – District and School Advisory Councils. Section 1003.63, F.S. – Deregulated Public Schools Pilot Program. Section 1006.28(1), F.S. – Duties of District School Board, District School Superintendent; and School Principal Regarding K-12 Instructional Materials (District School Board). Section 1008.345(6) and (8)(c), F.S. – Implementation of</p>

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	<p>State System of School Improvement and Education Accountability. Section 1008.36, F.S. – Florida School Recognition Program.</p> <p>Specific Appropriation 8, section 1, chapter 2007-72, L.O.F. – General Appropriations Act for Fiscal Year 2007-2008.</p>
9. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
No Child Left Behind (NCLB) Act

Fact Sheet

January 2008

<p>1. What is the <i>No Child Left Behind Act</i>?</p>	<p>The United States Congress, under the <i>Elementary and Secondary Education Act (ESEA) of 1965</i>, has annually provided federal funds to the states and local education authorities (school districts) to improve educational opportunities for economically disadvantaged students.</p> <p>The <i>No Child Left Behind (NCLB) Act of 2001</i> reauthorized and substantially revised the ESEA. The NCLB act's revisions were based on four education reform principles:</p> <ul style="list-style-type: none">• Stronger accountability for results;• Greater flexibility for states, school districts, and schools in the use of federal funds;• More choices for parents of children from disadvantaged backgrounds; and• An emphasis on teaching methods that have been demonstrated to work. <p>In addition, the NCLB act also increases emphasis on reading, especially for young children; enhancing the quality of the nation's teachers; and ensuring that all students learn English.</p>
<p>2. How does the NCLB act strengthen education accountability?</p>	<p>Challenging Academic Standards. The NCLB act requires each state to adopt challenging academic content and student achievement standards. The standards must:</p> <ul style="list-style-type: none">• Apply to all public schools and students in the state;• Define academic content in mathematics, reading or language arts, and (beginning in the 2005–2006 school year) science;• Describe three levels of student achievement (basic, proficient, and advanced). <p>Florida's NCLB state plan explains that the state has adopted the <i>Sunshine State Standards</i> as the state's academic content standards for purposes of the NCLB act. (Refer to Sunshine State Standards Fact Sheet.) In addition, the state plan describes that the Florida Comprehensive Assessment Test (FCAT) measures student achievement of the <i>Sunshine State Standards</i>. Student achievement on the FCAT is expressed through five achievement levels. Level 5 represents the greatest achievement, while Level 1 signifies the lowest achievement. (Refer to Florida Comprehensive Assessment Test (FACT) Fact Sheet.) Florida's NCLB state plan explains that the FCAT</p>

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achievement levels are reported as NCLB achievement levels, as follows:

NCLB	FCAT
Advanced	Level 5
Proficient	Levels 3 and 4
Basic	Level 2 (Basic) and Level 1 (Below Basic)

High-Quality Academic Assessments. The NCLB act requires each state to implement a set of high-quality, annual student academic assessments. The assessments must include, at a minimum, academic assessments in mathematics, reading or language arts, and (beginning with the 2007-2008 school year) science. The assessments must be valid, reliable, and aligned to the state’s academic content and student achievement standards. The assessments must also be the same academic assessments used to measure the achievement of all students, but allows reasonable accommodations for students with disabilities. School districts may also test limited English proficient (LEP) students for no more than two consecutive years in a language other than English, if it would likely yield more accurate and reliable information on the student’s achievement. Florida’s NCLB state plan identifies that the state uses FCAT as its academic assessment for purposes of the NCLB act. **(Refer to Florida Comprehensive Assessment Test (FCAT) Fact Sheet.)**

Annual Measureable Objectives. The NCLB act required each state to adopt annual measurable objectives for student achievement on the state’s academic assessments. The objectives must identify a minimum percentage of students who are required to meet or exceed the “proficient” level on the state’s academic assessments. The objectives also had to set a “starting point” for the 2001-2002 school year and include increases in the objectives through the 2013-2014 school year, at which point all students (100 percent) are expected to meet or exceed the state’s proficient level. A state’s NCLB state plan must include separate annual objectives for mathematics and reading or language arts. Florida’s state plan includes the following annual objectives:

	Percentage Proficient (FCAT Levels 3, 4, or 5)	
	Reading	Mathematics
2007-2008	58%	62%
2008-2009	65%	68%
2009-2010	72%	74%
2010-2011	79%	80%
2011-2012	86%	86%
2012-2013	93%	93%

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	2013-2014	100%	100%
<p>Adequate Yearly Progress. The NCLB act requires a state to demonstrate, using its academic assessments, that the state and all of its school districts and public elementary and secondary schools are meeting its annual measurable objectives, thereby showing annual increases in student achievement. In addition, the NCLB act requires the state to narrow achievement gaps of the following subgroups within the state, districts, and schools:</p> <ul style="list-style-type: none"> • Economically disadvantaged students (eligible for free or reduced-price meals under the National School Lunch Program); • Students from major racial and ethnic groups: White, Black, Hispanic, Asian, and American Indian (separately); • Students with disabilities; and • Students with limited English proficiency. <p>In order for the state, a school district, or a school to make “adequate yearly progress” (AYP), its students must achieve the required percentage of “proficient” students listed in its annual measurable objectives in both mathematics and reading or language arts, as measured by the state’s academic assessments. In addition to all students earning the minimum percentage at the “proficient level”, AYP requires that the students in each subgroup earn the minimum percentage as a subgroup. The NCLB act, however, includes a “safe harbor” provision that allows a state to make AYP if the number of students in a subgroup which fail to achieve the minimum percentage is reduced by 10 percent from the previous year and at least 95 percent of students in the subgroup take the academic assessments.</p> <p>State Accountability and Report Cards. The NCLB act requires each state to develop and implement a single, statewide accountability system. The system must include sanctions and rewards, such as bonuses and recognition, to hold schools and school districts accountable for student achievement. As part of the accountability system, states and schools districts must publish annual report cards. The report cards must include, among other data, the state’s or district’s performance on its annual measurable objectives, whether schools made adequate yearly progress or were identified for school improvement, and the performance of students in each subgroup.</p> <p>School Improvement and Corrective Actions.</p> <ul style="list-style-type: none"> • School Improvement Plans. The NCLB act requires a state to 			

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	<p>identify for school improvement a public school receiving federal Title I funds that fails, for two consecutive years, to make AYP. A school identified for school improvement must develop or revise a two-year school plan, in consultation with parents, school staff, the school district, and outside experts. The school plan must be approved by the school district. In addition, the school district must provide the school with technical assistance.</p> <ul style="list-style-type: none">• Public School Choice Transfer Option. A school district must allow a student attending a school identified for school improvement (failing to make AYP for two consecutive years) to transfer to another public school (including a public charter school) no later than the beginning of the next school year (unless prohibited by state law). In providing this transfer option, school districts must give first priority to the lowest achieving students from low-income families.• Supplemental Educational Services. If, after one school year, a school identified for school improvement fails to make AYP, the school district must use a portion of its Title I funds to provide “supplemental educational services” (SES) for students attending the school who are from low-income families (typically those eligible for free or reduced-price meals under the National School Lunch Program). SES include tutoring, after-school services, summer school, and other supplemental academic enrichment services, offered by state-approved public or private service providers.• Corrective Actions. If, after two school years, a school identified for school improvement fails to make AYP, the NCLB act requires the school district to take at least one of the following corrective actions: replace school staff, institute and implement a new curriculum, decrease management authority at the school level, appoint an outside expert advisor for the school, extend the school year or school day, or restructure the school’s organization.• Restructuring. If a school under corrective action fails to make AYP the following year, the school district must implement at least one of the following: reopen the school as a public charter school, replace most of the school staff, contract with a private entity to operate the school, turn the school’s operation over to the state (if permitted under state law), or other major restructuring of the school’s governance or staffing. <p>National Assessment of Educational Progress. The NCLB act also requires school districts to participate in the biennial National Assessment of Educational Progress (NAEP)</p>
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No Child Left Behind Act (NCLB)

	assessment in reading and mathematics for students in grades 4 and 8.
<p>3. How does the NCLB act expand flexibility and local control?</p>	<p>The NCLB act provides states and school districts with expanded flexibility in how they may use federal education funds. The flexibility provisions include:</p> <ul style="list-style-type: none"> • Authority for states and school districts to transfer up to 50 percent of the funding they receive under four major state grant programs to any one of the programs, or to Title I. Covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools; and • A Competitive State Flexibility Demonstration Program that permits up to seven states to consolidate the state share of nearly all federal state grant programs while providing additional flexibility in their use of Title V Innovation funds (currently, no states have the flex authority).
<p>4. How does the NCLB act enhance parental choice?</p>	<p>As previously discussed, the NCLB act requires a school district to allow a student attending a school that fails to make AYP for two consecutive years to transfer to another public school (including a public charter school) no later than the beginning of the next school year (unless prohibited by state law) (Refer to Question 2).</p> <p>If a school fails to make AYP for three consecutive years, students attending the school from low-income families (eligible for free or reduced-price meals) are eligible for supplemental educational services (SES) (e.g., tutoring, after-school services, summer school) (Refer to Question 2).</p> <p>In addition, the NCLB act requires states to adopt and implement a statewide policy requiring that a student who attends a persistently dangerous public school, or who becomes a victim of a violent criminal offense while in or on school grounds, be permitted to transfer to a safe public school in the district, including a public charter school.</p>
<p>5. How does the NCLB act promote teaching methods for reading which are proven to work?</p>	<p>The NCLB act created the <i>Reading First</i> program. The program provides assistance to states and school districts for establishing scientifically based reading programs for students enrolled in kindergarten through grade 3. Funds support increased professional development to ensure that all teachers have the skills they need to teach these programs effectively. The program also supports the use of screening and diagnostic tools and classroom-based instructional reading assessments to measure how well students are reading and to monitor their progress. The program awards grants to the states, and school districts apply to the state for subgrants. Funds are allocated</p>

No Child Left Behind Act (NCLB)

	<p>among the states according to the proportion of children ages 5 to 17 who reside in state and who are from families with incomes below the poverty line. (Refer to Reading Fact Sheet.)</p>
<p>6. How does the NCLB act strengthen teacher quality?</p>	<p>The NCLB act required each state’s NCLB state plan to provide for an annual increase in the percentage of “highly qualified teachers” at each school district and school, to ensure that all teachers in core academic subjects in each public school are highly qualified by the end of the 2005-2006 school year. The NCLB act requires a teacher to meet the following standards in order to be a “highly qualified teacher”:</p> <ul style="list-style-type: none"> • All Teachers. Must have full state certification (which may include alternative certification) or pass a state licensing examination and have a license to teach in the state. • New Elementary School Teachers. Must hold a bachelor’s or higher degree and pass a rigorous state test (may be certification or licensing test) that shows a teacher’s subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum. • New Middle or High School Teachers. Must hold a bachelor’s or higher degree and demonstrate a high level of competency in each of the academic subjects taught by passing a rigorous state test (may be certification or licensing test) in each subject or completing, in each subject, an academic major, graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing. • Experienced Teachers. Must hold a bachelor’s or higher degree, meet the requirement for a new teacher (listed above), and demonstrate competence in each academic subject taught based on a uniform state evaluation. The evaluation must provide objective information about the teacher’s attainment of core content knowledge in the subjects taught, and teaching skills, appropriate for the grade level taught. The evaluation must also be aligned to the state’s academic content standards and student achievement standards (see Question 2). <p>(Refer to Teacher Certification Fact Sheet.)</p>
<p>7. How does the NCLB act promote English proficiency?</p>	<p>The NCLB act authorizes states to submit plans to the United States Department of Education which describe each state’s process for awarding subgrants to school districts; how the state will establish standards and objectives for raising the level of English proficiency which are aligned with state standards; and, how the state will hold districts and schools accountable for meeting all of the state’s annual measurable objectives and making AYP for limited English proficient (LEP) students.</p>

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	<p>School districts must use Title III funds to provide high-quality language instruction programs that are based on scientifically based research, and that have demonstrated that they are effective in increasing English proficiency and student achievement. Districts are required to provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of limited English proficient students. In addition, districts are held accountable for making AYP and meeting all annual measurable objectives (see Question 2).</p> <p>(Refer to English for Speakers of Other Languages (ESOL) Fact Sheet.)</p>
<p>8. What are the applicable statutes?</p>	<p>Section 1008.22, F.S. – Student Assessment Program for Public Schools. Section 1008.345, F.S. – Implementation of State System of School improvement and Educational Accountability.</p> <p>Public Law 107-110 (2002). – <i>No Child Left Behind Act of 2001</i>. Title 20, United States Code, section 6311. – State Plans. Title 20, United States Code, section 6316. – Academic Assessment and Local Educational Agency and School Improvement. Title 20, United States Code, section 6317. – School Support and Recognition. Title 20, United States Code, section 6318. – Parental Involvement. Title 20, United States Code, section 6319. – Qualifications for Teachers and Paraprofessionals. Title 20, United States Code, section 6801-7014. – Language Instruction for Limited English Proficient and Immigrant Students. Title 20, United States Code, section 7801(23). – Definitions (“Highly Qualified Teacher”). Title 20, United States Code, section 7912. – Unsafe School Choice Option.</p>
<p>9. Where can I find additional information?</p>	<p>United States Department of Education Office of Elementary and Secondary Education (202) 401-0113 www.ed.gov/nclb</p> <p>Florida Department of Education Division of K-12 Public Schools (850) 245-0509 www.fldoe.org/NCLB</p> <p>Florida House of Representatives</p>

No Child Left Behind Act (NCLB)

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Public Schools
School Safety/Student Discipline



<p>1. What authority and responsibilities do teachers have for the control and discipline of students?</p>	<p>Teachers have the authority to take any of the following actions to achieve safety in class and at school:</p> <ul style="list-style-type: none">• Establish classroom rules of conduct and consequences.• Remove from class students whose behavior interferes with the teacher's ability to communicate or who are disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.• Request and receive immediate assistance if a student becomes uncontrollable.• Recommend an appropriate consequence consistent with the code of student conduct when sending a student to the principal's office.• Require the principal to respond by employing the teacher's recommended consequence or a more serious disciplinary action, if the student's disciplinary history warrants it. (The principal shall consult with the teacher prior to taking disciplinary action, if the principal determines that a lesser disciplinary action is appropriate.)• Request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas.• Press charges for a crime committed against the teacher.• Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.• Report if they know or have reason to suspect that any person has committed, or has made a credible threat to commit, a crime of violence on school property.• Use corporal punishment according to school district and statutory procedures.
<p>2. What duties do public school principals have relating to student discipline and school safety?</p>	<p>Principals must:</p> <ul style="list-style-type: none">• Employ appropriate discipline and management techniques consistent with the code of student conduct.• Respond to a teacher's recommended disciplinary consequence by employing the consequence or a more serious disciplinary action, if the student's disciplinary history warrants it. (The principal shall consult with the teacher prior to taking disciplinary action, if the principal determines that a lesser disciplinary action is appropriate.)

	<ul style="list-style-type: none"> • Report quarterly to the superintendent and school board each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident. • Report, within 24 hours, each suspension and the reason for the suspension to the student's parent, in writing, by United States mail, and to the superintendent. • Make a good-faith effort, prior to suspension, to employ parental assistance or other alternative measures, except in an emergency or in disruptive conditions. • Fulfill responsibilities to students who have been victimized by another student who attends the same school or rides the same school bus (principal's eligibility for performance pay incentive money is linked to this responsibility). • Document all incidents of crime and violence and use standardized reporting forms to report information and verify the accuracy of the information. • Make the necessary provisions to ensure that all school reports are accurate and timely, and provide the necessary training opportunities for staff to accurately report school safety and discipline data. • Include an analysis of suspensions and expulsions in the annual report of school progress. • Approve the use of any corporal punishment in principle before it is used and prepare guidelines for administering such punishment. • Post in a place readily seen by students, a notice stating that a student's locker or other storage area is subject to search, upon reasonable suspicion, for prohibited or illegally-possessioned substances or objects. <p>Principals may:</p> <ul style="list-style-type: none"> • Suspend a student in accordance with district school board rules, but must make a good-faith effort to immediately inform a student's parent by telephone of a student's suspension and the reasons for the suspension. • Recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including willful disobedience, open defiance of authority, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school. • Search a locker or storage area if there is reasonable suspicion that a prohibited or illegally-possessioned substance or object is contained within a student's locker or other storage area.
<p>3. What duties do district</p>	<p>The district school board must provide for the proper accounting for all students, for the attendance and control of</p>

<p>school boards have related to student discipline and school safety?</p>	<p>students at school, and for proper attention to the health, safety, and welfare of students. School boards must:</p> <ul style="list-style-type: none"> • Adopt suspension and expulsion rules and decide all cases recommended for expulsion. • Require each student at the time of initial registration for school in the school district to note his or her previous school expulsions, arrests resulting in a charge, and juvenile justice actions. • Adopt a code of student conduct. • Provide or contract for educational services to students in a Department of Juvenile Justice facility. • Prescribe policies and procedures for emergencies and drills including emergency procedures for students who are detained in a detention facility. • Conduct a self-assessment of the district's current safety and security practices using the Office of Program Policy and Government Accountability Best Practices for Safety and Security. • Provide transportation with the maximum regard for safety and adequate protection of health; require a system of progressive discipline for students transported on school buses; and take corrective measures if a student is violent or blatantly unsafe. • Require all school district employees and certain outside contractual personnel to meet level 2 background screening requirements. <p>School boards may:</p> <ul style="list-style-type: none"> • Prohibit the use of corporal punishment if they adopt a written program of alternative control or discipline. • Implement, by resolution, a student crime watch program. • Require level 2 background screening for volunteers and other individuals not employed by or under contract with the school district.
<p>4. What duties do superintendents have regarding school safety?</p>	<p>The district school superintendent must:</p> <ul style="list-style-type: none"> • Recommend to the school board plans for the proper accounting, attendance, and control of students and for the proper attention to the health, safety, and welfare of students. • Annually report to the Department of Education (DOE) each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident. • Give written notice to parents when recommending expulsion. • Annually provide safety and security recommendations to the district school board, which identify strategies and activities that the district school board should implement in order to improve school safety and security. • Annually report to the Commissioner of Education the

	<p>safety and security self-assessment results and school board action within 30 days after the district school board meeting.</p> <ul style="list-style-type: none"> • Provide the floor plans for their educational facilities to the appropriate law enforcement agency and fire department.
<p>5. What is the zero tolerance policy in Florida?</p>	<p>Each district school board shall adopt a policy of zero tolerance for crime, substance abuse, and victimization by students.</p> <p>The zero tolerance policy shall require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, for a period of not less than one full year, and to be referred to the criminal justice or juvenile justice system:</p> <ul style="list-style-type: none"> • Bringing a firearm or weapon, as defined in chapter 790, F.S., to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school. • Making a threat or false report, as defined by ss. 790.162 and 790.163, F.S., respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. <p>District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.</p> <p>District school boards must adopt rules providing that any student found to have committed crimes upon any elected official or school district employee must be expelled or placed in an alternative school setting or other program, as appropriate.</p>
<p>6. How are victims of violent crimes protected?</p>	<p>Each district's zero tolerance policy must include policies to protect the victim of any violent crime from further victimization. Students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on a school bus with the victim or the victim's sibling.</p>
<p>7. What types of alternative educational environments are provided for students with disciplinary problems?</p>	<p>Students may be placed in another classroom, in-school suspension, a dropout prevention and academic intervention program, out-of-school suspension, an alternative to expulsion program, a second chance school, or may attend a charter school. If removed from the classroom by the teacher, the student may not be returned to the teacher's class without the teacher's consent unless it is determined either by the placement committee (established to determine placement of a student when a teacher withholds consent), or the superintendent (if the teacher appealed the placement</p>

	<p>committee's decision) that returning the student to the teacher's class is the best or only available alternative.</p>
<p>8. What are school safety officers and school resource officers?</p>	<p>School Safety Officers A school safety officer is a law enforcement officer who may be employed by the school board. A school district may commission one or more school safety officers for the protection and safety of school personnel, property, and students within the school district. A school safety officer has the power to arrest persons, whether on or off such property, who violate any law on such property under the same conditions that deputy sheriffs are authorized to make arrests. A school safety officer has the authority to carry weapons when performing his or her official duties. The power and authority of a school safety officer are prescribed by s. 1006.12, F.S.</p> <p>School Resource Officers A school resource officer is a law enforcement officer who is employed by a law enforcement agency. School resource officers abide by district school board policies and consult with and coordinate activities through the school principal. They are responsible to the law enforcement agency in all matters relating to employment, subject to agreements between a district school board and a law enforcement agency. Activities conducted by the school resource officer, which are part of the regular instructional program of the school, are under the principal's direction. The duties of a school resource officer are prescribed by s. 1006.12, F.S.</p>
<p>9. Do districts receive funding for school safety programs?</p>	<p>Safe Schools Appropriation In the 2007-2008 General Appropriations Act, School Safety was specifically funded at \$77.2 million (Specific Appropriation 86). Each district receives \$75,000 and the remaining funds are allocated by a formula based on the Florida Crime Index and each district's share of the state's total unweighted student enrollment. Proviso language defines Safe Schools activities as:</p> <ul style="list-style-type: none"> • after school programs for middle school students; • improvements to enhance the learning environment including implementation of conflict resolution strategies; • alternative school programs for adjudicated youth; • suicide prevention programs; • other programs to make the school a safe place to learn. <p>Safe Schools money is distributed to the district, and is then distributed to each school based on need (as determined by the district). Districts have great flexibility in the use of Safe Schools dollars.</p>

<p>10. How does Florida keep track of the safety incidents that occur at schools?</p>	<p>The School Environmental Safety Incident Reporting System (SESIR) assists schools, districts, and staff of the DOE in assessing major needs and the extent and nature of problems in school safety. The SESIR system requires schools to report serious safety incidents of 21 types that occur on school grounds, on school transportation, or off-campus at school-sponsored events when a student is involved. Definitions of incident types are based on those used for the Florida Department of Law Enforcement Uniform Crime Reporting System. Incidents that occur any day of the year and any hour of the day or night must be reported, even if a student was not involved.</p>
<p>11. What are the applicable statutes, laws, and rules?</p>	<p>Section 790.115, F.S. -- Possessing or discharging weapons or firearms at a school-sponsored event or on school property prohibited; penalties; exceptions. Section 1001.42, F.S. -- Powers and duties of district school boards. Section 1001.43, F.S. -- Supplemental powers and duties of district school board. Section 1001.54, F.S. -- Duties of school principals. Section 1002.20, F.S. -- K-12 student and parent rights. Section 1003.01, F.S. -- Definitions. Section 1003.21, F.S. -- School Attendance. Section 1003.31, F.S. -- Students subject to control of school. Section 1003.32, F.S. -- Authority of teacher; responsibility for control of students; district school board and principal duties. Section 1006.07, F.S. -- District school board duties relating to student discipline and school safety. Section 1006.08, F.S. -- District school superintendent duties relating to student discipline and school safety. Section 1006.09, F.S. -- Duties of school principals relating to student discipline and school safety. Section 1006.10, F.S. -- Authority of school bus drivers and district school boards relating to student discipline and student safety on school buses. Section 1006.12, F.S. -- School resource officers and school safety officers. Section 1006.13, F.S. -- Policy of zero tolerance for crime and victimization. Section 1006.141, F.S. -- Statewide school safety hotline. Section 1006.22, F.S. -- Safety and health of student being transported. Section 1012.22, F.S. -- Public schools personnel; powers and duties of the district school boards. Section 1012.28, F.S. -- Public school personnel; duties of school principals. Section 1012.75, F.S. -- Liability of teacher or principal; excessive force.</p>

School Safety

	<p>Section 1013.13, F.S. -- Coordination of school safety.</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 86</p> <p>Rule 6A-1.0404, F.A.C. -- Zero Tolerance for School Related Violent Crime</p>
12. Where can I get additional information?	<p>Florida Department of Education K-12 Office of the Chancellor (850) 245-0416</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



1. Who is responsible for school attendance and truancy prevention?

Parents -- Each parent of a minor student is responsible for ensuring the student's school attendance. However, a parent of a student is not responsible for the student's nonattendance at school under any of the following circumstances: with permission from the head of the school; without the parent's knowledge; due to the parent's financial inability; due to the student's sickness, injury, or other insurmountable condition. A parent who fails to compel school attendance as required by law is guilty of a second-degree misdemeanor.

Teachers -- The student's teacher is responsible for reporting to the school principal that the student is exhibiting a pattern of nonattendance as evidenced by the student having had at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 such absences within a 90-calendar-day period.

Principals -- The school principal is responsible for contacting the parents each time the student has an unexcused absence, or absence for which the reason is unknown. If the reason for the absence is determined to fall within the district's policy for excused absences, the school must provide the student with opportunities to make up missed work. The student may not be penalized unless such work is not made up within a reasonable time. A principal may not suspend a student for truancy.

Superintendents --Superintendents are responsible for enforcing attendance and must support enforcement of school attendance by local law enforcement agencies. This responsibility includes recommending policies to the district school board in order to ensure that schools respond in a timely manner to every unexcused absence, or absence for which the reason is unknown, of students enrolled in the schools. District school board policies must require that absences have parental justification, and provide for timely tracking of absences and contacting homes. District school boards may establish attendance policies that allow accumulated unexcused tardies and early departures from school to be recorded as unexcused absences. Superintendents may file truancy petitions in circuit court for habitually truant students.

<p>2. What are the major aspects of truancy prevention?</p>	<p>The major aspects of truancy prevention include:</p> <ul style="list-style-type: none"> • A child of compulsory school attendance age must regularly attend school. • A teacher must refer any student who demonstrates a pattern of nonattendance to the principal. The principal may refer the student to a child study team for review and appropriate intervention. The child study team should be made up of those individuals who have the skills and responsibility for problem solving and facilitating interventions. The team often includes individuals, such as the teacher, school social worker, school counselor, school psychologist, attendance officer, dropout prevention program staff, health worker, administrator, and child-in-need-of-services (CINS) representative. The composition of the child study team can change as necessary to ensure that the persons having the needed knowledge and skills are present to address the referral problem. Child study team interventions must include frequent attempts at communication between the teacher and family, and evaluation for alternative education programs, and attendance contracts. • If the pattern of nonattendance continues due to the student’s failure to comply with the recommendations of the child study team, a petition may be filed to have the court take jurisdiction over the student as a “habitual truant.” If the pattern of nonattendance continues due to the failure of the parent to compel the child to attend school, criminal prosecution of the parent may result.
<p>3. What is the difference between “truancy” and “habitual truancy”?</p>	<p>“Truancy” is the behavior associated with a student’s unexcused absence from school, or absence for which the reason is unknown, when the student is subject to compulsory school attendance. This behavior may lead to a “pattern of nonattendance,” which is evidenced by the student having had at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 such absences within a 90-calendar-day period. Truant behavior triggers the “contact, refer, and enforce” policy.</p> <p>“Habitual truancy” is a legal status determined by the court upon the filing of a petition by the school superintendent. In order for the court to declare a student habitually truant, the court must find that the student is subject to compulsory school attendance; that the student has had 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent; and that activities to determine the cause, and to attempt the remediation, of the student’s truant behavior have been completed.</p>
<p>4. What is the “contact,</p>	<p>The steps that each public school must implement to</p>

<p>refer, enforce” policy?</p>	<p>enforce regular school attendance are: contact, refer, and enforce.</p> <p>Contact—Principals contact the home each time the student has an unexcused absence, or absence for which the reason is unknown, to determine the reason for an absence. If the absence is excused, the school must allow make-up work.</p> <p>Refer—If the student has 5 unexcused absences or absences for which the reason is unknown in a calendar month, or 10 such absences in 90 calendar days, the teacher <i>must</i> report a pattern of nonattendance to the principal for referral to the school’s child study team. District school boards may establish policies that require child study team referrals for students who have fewer absences than the number required by law. If the team determines that early patterns of truancy are developing, a meeting with the parents is required. If the initial parent meeting does not resolve the problem, the team implements remedial strategies.</p> <p>Enforce—Parents who refuse to participate in the remedial strategies may appeal to the school board. If the board determines the strategies are appropriate and the parent still refuses to participate, the superintendent may seek criminal prosecution of the parent for failing to compel school attendance.</p>
<p>5. Are habitual truants subject to loss of driving privileges?</p>	<p>Yes. Driving privileges of a habitual truant may be withheld or revoked. Section 1003.27(2)(b), F.S., requires the superintendent of a public school district to provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of minors who accumulate 15 unexcused absences in a period of 90 calendar days. Section 322.910, F.S., provides that minors failing to satisfy attendance requirements are not eligible for driving privileges.</p>
<p>6. What procedures are in place for a student identified as exhibiting a pattern of nonattendance who subsequently enrolls in a home education program?</p>	<p>When a student has been identified as exhibiting a pattern of nonattendance, the principal must notify both the district superintendent and the district contact for home education programs. If the parent subsequently enrolls the student in a home education program, the superintendent must refer the parent to a home education review committee.</p> <p>The home education review committee must review the portfolio of the student every 30 days during the district’s regular school terms until the committee is satisfied that the program is in compliance with s. 1002.41, F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program.</p>

	<p>If the parent fails to provide a portfolio to the committee, the committee must notify the superintendent. The superintendent must terminate the home education program and require the parent to enroll the student in another attendance option such as a public or private school or a private tutoring program within three days. Upon termination of a home education program, the parent may not reenroll the student in a home education program for 180 calendar days.</p> <p>Failure of a parent to enroll the student in an attendance option after termination of the home education program constitutes noncompliance with compulsory attendance requirements and may result in criminal prosecution under s. 1003.27(2), F.S.</p>
<p>7. Who serves on home education review committees?</p>	<p>A home education review committee is composed of the district contact for home education programs and at least two home educators selected by the parent from a list of all home educators who have conducted a home education program for at least three years and have indicated a willingness to serve on the committee.</p>
<p>8. How is school attendance tied to the Learnfare Program?</p>	<p>The Learnfare Program requires that all school-age children of temporary assistance for needy families (TANF) recipients or eligible teen-age TANF recipients attend school on a regular basis. The TANF recipient with a school-age child is required to have a school conference during each semester. Failure to comply with those requirements may result in the Department of Children and Family Services (DCF) reducing the temporary assistance for the eligible participant.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 322.091, F.S. -- Driver's license privileges. Section 414.1251, F.S. -- Learnfare Program. Section 984.12, F.S. -- Services and treatment to a family in need of services. Section 984.151, F.S. -- Truancy petition. Section 1001.53, F.S. -- District school superintendent responsible for enforcement of attendance. Section 1001.54 -- Duties of school principals. Section 1003.21, F.S. -- School attendance; exemptions. Section 1003.24, F.S. -- Parents responsible for attendance of children; attendance policy. Section 1003.26, F.S. -- Enforcement of school attendance; contact, refer, and enforce policy. Section 1003.27, F.S. -- Court procedures and penalties; habitual truancy. Section 1003.28, F.S. -- Truancy remedial activities. Section 1003.53, F.S. -- Dropout prevention and academic intervention.</p> <p>Chapter 2006-301, L.O.F.</p>
<p>10. Where can I get</p>	<p>Florida Department of Education</p>

additional information?	Bureau of Exceptional Education and Student Services (850) 245-0475 http://www.firn.edu/doi/commhome/index.html Bureau of Family & Community Outreach (850) 245-0847 Florida House of Representatives Schools & Learning Council (850) 488-7451
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Schools & Learning Council
Learnfare Program

Fact Sheet

January 2008

<p>1. What is the Learnfare Program?</p>	<p>The Learnfare Program (Learnfare) was established in 1993 as part of the Welfare Reform Act and requires the Department of Children and Families (DCF) to reduce the temporary cash assistance (TCA) for recipients who fail to comply with the program's requirements.</p>
<p>2. What are the program's two requirements?</p>	<p>The program requires:</p> <ul style="list-style-type: none"> • That each recipient with a school-aged child attend a conference with a school official once each semester. • that a recipient's school-aged child, or a teenage recipient, remain in school and not become a "habitual truant" or dropout.
<p>3. What is the sanction for noncompliance with these two requirements?</p>	<p>The Learnfare Program requires a reduction in the TCA if a recipient fails to comply with the program's requirements. The reduced portion is that amount allotted to the truant or dropout student, or the amount allotted to the parent if he or she is not participating in the required conferences.</p>
<p>4. When is the temporary cash assistance reinstated?</p>	<ul style="list-style-type: none"> • For a student who has been identified as a habitual truant, the TCA must be reinstated after a subsequent grading period in which the student's attendance has substantially improved. • For a student who has been identified as a dropout, the TCA must be reinstated after the student enrolls in a public school, receives a high school diploma or its equivalency, enrolls in preparation for the General Educational Development Tests, or enrolls in other educational activities approved by the district school board. • For a parent or guardian who has failed to attend a conference, the TCA is reinstated after the participant attends the conference with the appropriate school official and that conference is documented by the school and reported to DCF.
<p>5. What is a habitual truant?</p>	<p>A habitual truant is defined by statute as a student who has accumulated 15 unexcused absences within 90 calendar days.</p>
<p>6. What if a parent disagrees with the sanction?</p>	<p>The Learnfare Program provides that the parent or teenage participant can file an appeal within 10 days of being notified of the sanction, and no sanction will be imposed until that appeal is resolved.</p>
<p>7. With whom can the parent have the required conference?</p>	<p>Since the purpose of the conference is to discuss the student's academic and attendance progress, it should be someone who has that information, such as a teacher, guidance counselor, or principal. DOE rules require each school board to adopt a policy, which addresses the criteria</p>

Learnfare Program

	for determining who is an “appropriate school official.”
8. What is considered a school conference?	The conference can be either face-to-face or a telephonic conversation.
9. How are the conferences set up and verified?	The TCA recipient is responsible for setting up the conference. After the conference, the recipient is responsible for filling out the School Conference Verification Form provided by DCF and returning it to the public assistance specialist.
10. Who needs to participate in these conferences?	Because the purpose of the conference is to enhance parental involvement, every TCA recipient with a school-aged child, not just those whose child has been identified as a habitual truant or dropout, must participate in the conferences.
11. How does the school know that it has Learnfare participants?	<p>In 2001, the Legislature required DCF to develop an electronic data transfer system to streamline the flow of information between the school districts and DCF. The electronic data transfer system must include at least the following information: the number of students and families reported by school districts as out of compliance, the number of students and families sanctioned as a result, and the number of students and families reinstated after becoming compliant. The information compiled must be submitted in the form of an annual report to the presiding officers of the Legislature by March 1 of each year.</p> <p>For the period July 1, 2006 – June 30, 2007: Department of Children and Families received 1,625 reports of noncompliance through the data exchange program. As a result, 1,490 students and family members were sanctioned. Of those, 219 were reinstated after compliance.</p>
12. What are the applicable statutes?	Section 414.1251, F.S. -- Learnfare Program. Section 1003.01(8), F.S. -- Definition of habitual truant. Section 1003.01(9), F.S. -- Definition of dropout.
13. Where can I get additional information?	Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475; www.fldoe.org Florida Department of Children & Families Office of Economic Self-Sufficiency (866) 762-2237 Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council
Dropout Prevention/Academic Intervention

Fact Sheet

January 2008

<p>1. What are dropout prevention and academic intervention programs?</p>	<p>Dropout prevention and academic intervention programs are designed for students in grades 1 through 12 who do not perform well in traditional educational programs. The programs must use alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures, and must also provide character and legal education, along with curricula and related services.</p>
<p>2. What are parental rights prior to placement of a student into a program?</p>	<p>The school principal must provide written notice by certified mail, return receipt requested, to the student's parent prior to a student's placement in a dropout prevention and academic intervention program. The parent must sign an acknowledgment of the notice of placement and return it to the principal within three days after receipt of the notice. The parent is entitled to an administrative review of any action by school personnel relating to such placement.</p>
<p>3. How is eligibility determined for dropout prevention and academic intervention?</p>	<p>The student must be identified as meeting one of the following criteria:</p> <ul style="list-style-type: none">• Academically unsuccessful as evidenced by low test scores; retention; failing grades; low grade point average; falling behind in earning credits; or not meeting the state or district proficiency levels in reading, mathematics, or writing.• Pattern of excessive absenteeism or habitually truant. (Refer to the Truancy Fact Sheet).• History of disruptive behavior in school or committing an offense that warrants out-of-school suspension or expulsion. <p>Student participation in the program is generally voluntary; however, districts may assign students to a program for disruptive students.</p>
<p>4. What is "disruptive behavior?"</p>	<p>"Disruptive behavior" is behavior that interferes with the student's own learning or the educational process of others; requires attention and assistance beyond that which the traditional program can provide or that results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or severely threatens the general welfare of students or others with whom the student comes into contact.</p>
<p>5. What are "second chance schools?"</p>	<p>"Second chance schools" are programs provided through cooperative agreements between the school districts and the Department of Juvenile Justice (DJJ), private providers, state or local law enforcement agencies, or other agencies for students who are disruptive, violent, or have committed</p>

Dropout Prevention/Academic Intervention

	serious offenses.
<p>6. What is required before schools refer students to a second chance school?</p>	<p>To be eligible for a second chance school, a student must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Be in grades 6 to 10, be a habitual truant whose excessive absences are linked to lack of motivation that has affected academic progress, and be at risk of dropping out of school. • Be a habitual truant whose case staffing committee determines that it would be beneficial to the student. • Exhibit disruptive behavior in violation of the school board’s code of student conduct. • Interfere with his or her own learning or that of others and require more assistance than the regular program can provide. • Commit a serious offense warranting suspension or expulsion. A “serious offense” is behavior which threatens the welfare of others, including violence, possession of weapons or drugs, or harassment or verbal abuse of others. <p>Schools are encouraged to use alternative programs, such as in-school suspensions, before assigning students to second chance schools. The school’s local child study team must evaluate the student before placement in a second chance school. Students are not eligible for second chance schools if they are eligible for placement in a program for emotionally disturbed children.</p>
<p>7. How do students reenter a traditional school after being in a second chance school?</p>	<p>Students seeking to reenter traditional schools must complete a character development and legal education program and demonstrate preparedness to reenter the regular school.</p>
<p>8. Are there funds available for starting second chance schools?</p>	<p>At this time there are no special funds set aside for starting second chance schools. However, districts can use funds they receive through the Florida Education Finance Program (FEFP) or the Supplemental Academic Instruction (SAI) Fund to start a program. In the 2007-2008 General Appropriations Act (GAA), the Legislature appropriated \$8 million (Specific Appropriation 99) to enable school districts, school district partners, or regional education consortia to apply for funding for education programs that serve disruptive and low performing students in grades 6-12.</p>
<p>9. How are dropout prevention and academic intervention programs funded?</p>	<p>Districts receive funding through the FEFP and the SAI allocation. The Legislature appropriated \$736.4 million for the SAI Fund in the 2006-2007 GAA (Specific Appropriation 86). (Refer to Florida Education Finance Program Fact Sheet and Supplemental Academic Instruction Fact Sheet.)</p>

Dropout Prevention/Academic Intervention

<p>10. How many students are served in Dropout Prevention Programs?</p>	<p>In 2006-2007 there were 156,644 students served in Dropout Prevention Programs.</p> <table border="1" data-bbox="682 346 1469 661"> <thead> <tr> <th style="text-align: center;">Program</th> <th style="text-align: center;">Students Served</th> </tr> </thead> <tbody> <tr> <td>Education Alternatives</td> <td style="text-align: right;">56,227</td> </tr> <tr> <td>Dropout Retrieval</td> <td style="text-align: right;">794</td> </tr> <tr> <td>Disciplinary Programs</td> <td style="text-align: right;">44,599</td> </tr> <tr> <td>Alternatives to Expulsion</td> <td style="text-align: right;">3,043</td> </tr> <tr> <td>Teen Parent Programs</td> <td style="text-align: right;">5,527</td> </tr> <tr> <td>Department of Juvenile Justice</td> <td style="text-align: right;">46,454</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">156,644</td> </tr> </tbody> </table> <p>(A student may participate in more than one Dropout Prevention Program.)</p>	Program	Students Served	Education Alternatives	56,227	Dropout Retrieval	794	Disciplinary Programs	44,599	Alternatives to Expulsion	3,043	Teen Parent Programs	5,527	Department of Juvenile Justice	46,454	Total	156,644
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<p>11. What are the applicable statutes and rules?</p>	<p>Section 1001.42(16)(c), F.S. -- Supplemental academic instruction. Section 1003.51, F.S. -- Other public educational services. Section 1003.52, F.S. -- Educational services in DJJ programs. Section 1003.53, F.S. -- Dropout Prevention and Academic Intervention Act. Section 1003.53(1), F.S. -- Second chance schools. Section 1003.54, F.S. -- Teenage Parent Programs. Section 1011.62, F.S. -- Funds for operation of schools.</p> <p>Rule 6A-6.0523 through 6A-6.0528, F.A.C. -- Types of Programs and Dropout Prevention Plans. Rule 6A-6.05292, F.A.C. -- Common Objective Criteria and Evaluation of Dropout Prevention.</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 99 and Specific Appropriation 86.</p>																
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Student Assistance (850) 245-0415</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>																



Schools & Learning Council
Character Education

Fact Sheet

January 2008

<p>1. Is character education required in Florida public schools?</p>	<p>Yes. A character-development program similar to Character First or Character Counts must be taught in all public schools and must be secular in nature. Beginning in the 2004-2005 school year, the character development program is required for all public school students in grades kindergarten through 12, and it must stress the qualities of patriotism, responsibility, citizenship, kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.</p>
<p>2. How are character education curricula adopted?</p>	<p>Each district school board must develop or adopt a curriculum for the character-development program and then submit its curriculum to the Department of Education for approval.</p>
<p>3. Are there any other public school programs related to character education?</p>	<p>Yes. Every district school board must provide and every public school teacher must teach all courses required for high school graduation. Required instruction in public schools related to character education includes the following:</p> <ul style="list-style-type: none"> • The history and content of the Declaration of Independence. • The history, meaning, significance, and effect of the provisions of the Constitution. • The arguments in support of adopting our republican form of government. • Flag education, including proper flag display and flag salute. • The elements of civil government. • The history of the United States. • The history of the Holocaust (1933-1945). • The history of African Americans. • The elementary principles of agriculture. • The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. • Kindness to animals. • The history of the state. • The conservation of natural resources. • Comprehensive health education. • The study of Hispanic contributions to the United States. • The study of women’s contributions to the United

Character Education

	<p>States.</p> <ul style="list-style-type: none"> • The nature and importance of free enterprise to the United States economy. <p>The 2002 Legislature designated the last week of September as “Celebrate Freedom Week” in Florida’s public schools. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, which must include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. During that week, students are also required to recite a portion of the Declaration of Independence in order to reaffirm the American ideals of individual liberty.</p>
<p>4. What are the applicable statutes?</p>	<p>Section 1003.42(2), F.S. -- Required character education. Section 1003.421, F.S. -- Recitation of the Declaration of Independence.</p>
<p>5. Where can I get additional information?</p>	<p>Department of Education Bureau of Instruction and Innovation (850) 245-9868</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>

Public Schools
Personnel Issues



Schools & Learning Council
Teacher Recruitment & Retention

Fact Sheet

January 2008

<p>1. What is the projected need for teachers in Florida?</p>	<p>The Department of Education’s Office of Evaluation and Reporting uses the student enrollment projections of the Legislature’s Office of Economic and Demographic Research, plus additional projections of attrition and reductions in class size, to estimate the number of teachers that need to be recruited. For the 2007-08 school year, the projected number of new teachers needed statewide is 16,878.</p> <p>Reflected in this projection are 572 teachers needed to implement the Constitutional requirement for class size reduction. In 2007-08, compliance with class size reduction must be calculated at the school level average. Each school on average must meet the class size requirements for the grade levels in that school.</p> <p>An additional 259 teachers reflected in the 2007-08 projection will be needed for enrollment growth, while another 16,047 teachers will be needed as replacements for “terminations” – resignations, retirements, and terminations for other reasons.</p> <table border="1" data-bbox="500 1041 1393 1213"> <thead> <tr> <th colspan="2">2007-08 Projected Vacancies – Classroom Teachers</th> </tr> <tr> <th>Reason for vacancy</th> <th># of vacancies</th> </tr> </thead> <tbody> <tr> <td>Resignation, retirement, and other terminations</td> <td>16,047</td> </tr> <tr> <td>Class size reduction</td> <td>572</td> </tr> <tr> <td>Enrollment growth</td> <td>259</td> </tr> <tr> <td>Total</td> <td>16,878</td> </tr> </tbody> </table> <p>(Source: <i>Teacher Projections, February 2007</i> available at http://www.fldoe.org/evaluation/teachdata.asp)</p>	2007-08 Projected Vacancies – Classroom Teachers		Reason for vacancy	# of vacancies	Resignation, retirement, and other terminations	16,047	Class size reduction	572	Enrollment growth	259	Total	16,878
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Enrollment growth	259												
Total	16,878												
<p>2. Is the need for teachers in all teaching areas or is it centered in specific areas?</p>	<p>The State Board of Education approves critical teacher shortage areas before the beginning of the calendar year.</p> <p>In 2007-08, the critical shortage areas designated by the Department of Education include Exceptional Student Education, middle and high school level math and science, foreign languages, reading, English for Speakers of Other Languages, technology education, industrial arts/technology education, and school psychologists.</p> <p>(Source: <i>Critical Teacher Shortage Areas 2007-2008</i> available at http://www.fldoe.org/evaluation/teachdata.asp)</p>												
<p>3. How does Florida enhance teacher recruitment and retention?</p>	<p>Florida offers many programs to enhance teacher recruitment and retention:</p> <p><u>Teacher Recruitment</u></p> <p>www.TeachinFlorida.com, Florida’s On-line Recruitment System</p> <ul style="list-style-type: none"> • The website provides information for teaching applicants and individuals considering a career in education, with links and updated 												

	<p>information for preparation programs available through Educator Preparation Institutes and Colleges of Education.</p> <ul style="list-style-type: none">• An interactive program that permits school districts to post teaching vacancies online and allows candidates to post resumes and search for current vacant positions.• More than 31 million hits have been received at this site since its creation, with an average of 93,000 hits per day.• Currently, there are over 33,500 active resumes and 1,700 active vacancies. Historically, over 67,000 resumes and 34,000 vacancies have been posted online.• The website is supported primarily through federal funds. <p>The Great Florida Teach-In</p> <ul style="list-style-type: none">• Florida's annual teacher job fair provides a cost-effective way for teacher applicants to interview with Florida school district personnel.• The 2006 Teach-In attracted 2,167 job candidates, and 73 districts, schools, and colleges of education were represented. Teach-In registrations were received from 45 states, Puerto Rico, Canada, the Bahamas, the Philippines, and the Virgin Islands.• Over 3,000 candidates pre-registered for the 2007 Great Florida Teach-In, exceeding registration in any previous year. <p>Florida Future Educators of America (FFEA) Program</p> <ul style="list-style-type: none">• Pre-college students are encouraged to consider career opportunities in education.• School districts receive assistance in establishing local chapters for elementary, middle, high school, and postsecondary level students.• The Department of Education hosts the annual FFEA State Conference for high school and college students and chapter advisors.• There are 872 FFEA chapters in the state. <p>Florida Fund for Minority Teachers, Inc.</p> <ul style="list-style-type: none">• This non-profit corporation manages the Minority Teacher Scholar Program, which provides scholarships to college juniors. <p>Exceptional Student Education Teachers</p> <ul style="list-style-type: none">• DOE works with nine state universities to recruit, prepare, and retain ESE teachers.• Florida is participating in a 5-year, \$1.6 million annual grant awarded by the U.S. Department of Education. This program is entitled the "State Personnel Development Grant." These funds are distributed to state universities and the Northeast Florida Educational Consortium. The primary purpose of this grant is to increase the state's capacity to recruit and retain sufficient numbers of highly qualified personnel who provide instruction and related services to students with disabilities.• Professional Development Partnerships provide teacher training initiatives and support for activities to encourage collaboration among
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the department, community colleges, and university special and general education departments (funded by \$2,190,000 in federal funds from the Individuals with Disabilities Education Act, Part B).

Certificate Reciprocity and Subject Area Testing

- A teacher with a standard certificate from another state or a national board certificate has full reciprocity in Florida. A Passport Certificate issued by the American Board for Certification of Teacher Excellence (ABCTE) qualifies a teacher for an initial Florida Temporary Certificate.
- A person with an accredited bachelor's degree who demonstrates subject knowledge by earning a passing score on Florida's subject area examination may be issued an initial Temporary Certificate. This allows those individuals who can demonstrate competency in the subject matter but may have earned a degree in another area to earn certification and begin teaching. **(See Teacher Certification Fact Sheet.)**

Additional Routes to Certification: District Programs and Educator Preparation Institutes.

- These programs recruit professionals with subject area knowledge.
- Each school district administers a competency-based, on-the-job professional preparation program for satisfying the mastery of professional preparation and education competence requirements to receive a professional certificate. Programs provide online training and classroom mentoring. Over 4,478 teachers were enrolled in District Alternative Certification Programs in the 2005-2006 school year, and there have been nearly 3,200 "completers" since the programs were implemented statewide in 2002. **(See Alternative Certification Fact Sheet).**
- Accredited post-secondary institutions are authorized to provide alternative certification training to bachelor's degree holders through Educator Preparation Institutes (EPI).
- The first community college EPIs were approved in August 2005 and resulted in an enrollment of 3,353 for the 2006-07 school year. There were 733 program completers for 2006-07.
- All 28 Florida community colleges and three state universities have fully approved EPIs. Of these, 28 have approval to offer competency-based, teacher preparation for baccalaureate degree holders.

Other Teacher Recruitment Programs

- The DOE has contracted for full access with Teachers-Teachers.com to support the continual recruitment of highly qualified teachers statewide. From May 1, 2006, through April 30, 2007, Florida school districts posted 2,959 vacancies and sent 17,273 emails to select candidates identified while conducting 5,844 daily position searches. During this time, there was an average of 21,016 active, certified candidates within the Teachers-Teachers.com database who were interested in jobs within Florida public schools.

- The Transition to Teaching Program supports high-need districts in recruiting and retaining career changers and recent college of arts and sciences graduates to teach in high-need schools. At present, the grant serves seven districts with a five-year total of over \$4 million.

Teacher Retention

- www.TeachinFlorida.com

This website:

- Provides a Teacher Toolkit and a Teachers' Lounge.
- Provides lesson planning tools, bank of current research and best practices in reading, resource builder capacity, chat room for discussions, and access to online reading courses.
- Includes the "Start with Success" online resource for new teachers and substitute teachers and includes video clips of best teaching practices to support the text resources and links.
- Is supported primarily with federal funds.

Dale Hickam Excellent Teaching Program

- Funding for this program helps teachers pursue national certification and rewards those who achieve it by paying an annual bonus equal to 10% of the average teacher salary. An additional bonus is available for teachers who provide mentoring and related services.
- Current year funding is \$85.1 million (Specific Appropriation 93, ch. 2007-72, L.O.F.).
- More than 9,000 Florida teachers have achieved National Board Certification through this program. **(Refer to Dale Hickam Excellent Teaching Program Fact Sheet.)**

Rewarding High-Performing Teachers

- MAP – Merit Award Program-Performance Pay –\$147.5 million to be awarded to teachers based on each district's approved performance pay plan that includes a teacher evaluation plan to identify high-performing teachers. **(Refer to Merit Award Program Fact Sheet.)**
- In 2000, the Legislature began providing bonuses of up to \$2,000 per year for teachers whose students succeed in Advanced Placement or International Baccalaureate classes.
- School recognition awards provide bonuses of up to \$100 per student to all schools with improved student performance. These awards are frequently used by the school advisory councils to provide bonuses to teachers. **(Refer to Teacher Compensation Fact Sheet.)**

Teacher Recognition Programs

- Florida Teacher of the Year
- Milken National Educator Award
- Dale Hickam Excellent Teaching Program

Targeted Funding for Teachers

Teacher Recruitment & Retention

	<ul style="list-style-type: none"> • Teachers Lead Program provides \$48.0 million for direct payments to each classroom teacher for the purchase of classroom supplies. The amount per teacher depends upon the number of eligible teachers (Specific Appropriation 91, ch. 2007-72, L.O.F.). • “Four-PD” – online professional development to train new and current teachers in the latest scientifically-based reading instruction methods. <p>Critical Teacher Shortage Tuition Reimbursement Program</p> <ul style="list-style-type: none"> • Reimbursement of tuition for college courses taken by current teachers toward certification in areas of critical teacher shortage. • Reimburses up to 9 semester hours per year at up to \$78 per credit hour. For the 2006-07 Award Year, the prorated average award was \$16 per semester hour. • Teachers must earn a minimum grade of 3.0 to receive reimbursement. <p>Critical Teacher Shortage Loan Forgiveness Program</p> <ul style="list-style-type: none"> • Provides loan repayments for teachers earning certification in critical shortage areas. • Requires applicants to apply in the first year of having both the critical shortage position and the critical shortage certificate or license. • For the 2006-07 award year, for full-time teachers who taught at least 180 days during the 2005-06 academic year, the award amounts were \$506 (with undergraduate degrees) and \$1,012 (with graduate degrees). <p>Residential Subsidies Equity Residential Properties Trust, in partnership with the Department of Education, created a program to reduce teachers’ rent by providing a zero application fee, 50% security deposit (with approved credit), and \$100-\$300 off the first month rent, depending on the size of the apartment.</p> <p>Home Loan Programs</p> <ul style="list-style-type: none"> • The U.S. Department of Housing and Urban Development (HUD) sponsors the Teacher Next Door, which offers a 50% discount to teachers for HUD-owned single family homes. • Teacher Zero Down, sponsored by Bank of America, assists with home loan down payments. • Teacher Flex, also sponsored by Bank of America, assists with down payment and closing costs. <p>Treatment of Years of Experience for Pay Purposes</p> <ul style="list-style-type: none"> • A school district must treat years of teaching experience outside the district the same as years of teaching experience within the district, for purposes of pay. (Refer to Teacher Compensation Fact Sheet.)
4. Are there	Yes.

Teacher Recruitment & Retention

<p>federal programs that support teacher recruitment in Florida?</p>	<p>Troops to Teachers: The Troops to Teachers Program is a federally supported program that provides counseling and placement assistance services to active-duty military personnel leaving the service with at least 6 years of service, retirees, and members of the National Guard and Selected Reserves seeking a second career in teaching. The program provides stipends of up to \$5,000 to pay for certification requirements or a \$10,000 bonus if hired to teach for three years in a high-need school. The program provides funding to Eckerd College and FSU to develop alternate certification programs in collaboration with school districts desiring such programs. There are 9,343 Troops to Teachers participants that have been hired nationally, with 749 Troops to Teachers participants hired in Florida.</p> <p>Transition to Teaching Program: In 2002, Florida was awarded a grant of \$10.7 million over a 5-year period from the U.S. Department of Education to recruit high-quality teachers. The grant program will recruit non-teachers and provide support for their transition to the classroom. The program targets paraprofessionals seeking to advance their careers in the classroom, graduates with arts and sciences degrees who want to become teachers and career changers seeking a new career in education.</p> <p>Florida has again received a new Transition to Teaching Grant for the 2006-2011 school years. While the purpose of the grant program is the same, the new grant will focus on helping small and rural districts improve their selection processes and support programs for new second career teachers.</p>
<p>5. Which statutes are applicable?</p>	<p>Section 1009.59, F.S. -- Critical Teacher Shortage Student Loan Forgiveness Program. Section 1009.605, F.S. -- Florida Fund for Minority Teachers, Inc. Section 1012.05, F.S. -- Teacher Recruitment and Retention. Section 1012.22(1)(c), F.S. -- Compensation and Salary Schedules. Section 1012.225, F.S. -- Merit Award Program for instructional personnel and school-based administrators Section 1012.33(3)(g), F.S. -- Treatment of Years of Experience for Pay Purposes. Section 1012.56, F.S. -- Educator Certification Requirements. Section 1012.58, F.S. -- Transition to Teaching Program. Section 1012.72, F.S. -- Dale Hickam Excellent Teaching Program. Section 1012.77, F.S. -- Christa McAuliffe Ambassador for Education Program. Section 1012.98, F.S. -- School Community Professional Development Act.</p>
<p>6. Where can I get additional information?</p>	<p>Department of Education Bureau of Educator Recruitment, Development and Retention (850) 245-0435 www.fldoe.edu/doe/profdev/ www.teachinflorida.com</p>

Teacher Recruitment & Retention

	<p>www.floridastudentfinancialaid.org www.fldoe.org/arm/</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning
Teacher Certification

Fact Sheet

January 2008

<p>1. Which school-based personnel require certification?</p>	<p>Section 1012.55, F.S., requires individuals who hold positions as school supervisors, principals, teachers, library media specialists, school counselors, athletic coaches, or who otherwise provide instruction to possess a certificate as required by law and the rules of the State Board of Education (SBE). However, athletic coaches who voluntarily render service and are not employed by the school district are not required to hold certificates.</p> <p>The law also requires that rules be adopted to allow school boards to employ non-certificated personnel in certain circumstances.</p>
<p>2. How many types of teacher certificates are available?</p>	<p>Pursuant to s. 1012.56(6), F.S., the Bureau of Educator Certification issues two types of certificates to full-time teachers:</p> <p>1) A professional certificate. This certificate is valid for five school years and renewable with six semester hours of college credit in the subject area(s), 120 in-service points, or a combination of college credit and in-service points (Refer to Questions 3 and 4).</p> <p>2) A temporary certificate. This certificate is valid for three school years and is nonrenewable except as provided in statute (Refer to Questions 3 and 5).</p> <p>Additionally, the Florida Department of Education (DOE) also issues a certificate to cover “athletic coaching.” This certificate is issued to individuals employed on either a part-time or full-time basis as a coach.</p> <p>Finally, an “adjunct” teaching certificate may also be issued by a school district, allowing individuals who do not hold state-issued teacher certification to teach if certain requirements are met (Refer to the Adjunct Educator Certification Fact Sheet.)</p>
<p>3. What are the basic eligibility requirements to obtain a teaching certificate in Florida?</p>	<p>To be eligible to seek certification, a person must:</p> <ul style="list-style-type: none"> • Be at least 18 years of age. • File a written statement, under oath, to subscribe to and uphold the principles incorporated in the Constitution of the United States and the Constitution of the State of Florida. • Document receipt of a bachelor’s or higher degree from

Teacher Certification

	<p>an accredited institution of higher learning or from a non-accredited institution of higher learning identified by the Department of Education (DOE) as having a quality program (Refer to Question 10).</p> <ul style="list-style-type: none"> • Obtain fingerprint clearance from the Department of Law Enforcement and Federal Bureau of Investigation. • Be of good moral character. • Be competent in performing the duties, functions, and responsibilities of a teacher.
<p>4. In addition to the basic eligibility requirements, what requirements are needed to obtain a Florida Professional Educator certificate?</p>	<p>In addition to the basic eligibility requirements, applicants seeking a professional certificate must:</p> <ul style="list-style-type: none"> • Demonstrate mastery of general knowledge (Refer to Question 6). • Demonstrate mastery of subject area knowledge (Refer to Question 7). • Demonstrate mastery of professional preparation and education competence (Refer to Question 8).
<p>5. In addition to the basic eligibility requirements, what requirements are needed to obtain a temporary teaching certificate?</p>	<p>In addition to the basic eligibility requirements, applicants seeking a temporary certificate must:</p> <ul style="list-style-type: none"> • Possess a bachelor's degree with a major in a certification subject area; • Obtain college credit in the subject as specified in SBE rule; or • Achieve a passing score on the Subject Area Examination for a bachelor's level subject area. <p>The applicant must also demonstrate mastery of general knowledge (Refer to Question 6) within one calendar year of the date of employment under the temporary certificate.</p>
<p>6. How does an applicant demonstrate mastery of general knowledge?</p>	<p>Acceptable means of demonstrating mastery of general knowledge are:</p> <ul style="list-style-type: none"> • Achieving a passing score on the Florida General Knowledge Examination required by SBE rule; • Achieving a passing score on the College Level Academic Skills Test (CLAST) <i>prior to July 1, 2002</i>; • Holding a valid standard teaching certificate issued by another state; • Holding a valid standard teaching certificate issued by the National Board of Professional Teaching Standards (NBPTS) or a national educational credentialing board approved by SBE; or • Documenting at least two semesters of successful teaching in a community college, state university, or private college or university that awards an associate or higher degree and is an accredited institution or is a non-accredited institution of higher education identified by the DOE as having a quality program (Refer to Question 10).
<p>7. How does an applicant</p>	<p>Acceptable means of demonstrating mastery of subject area</p>

<p>demonstrate mastery of subject area knowledge?</p>	<p>knowledge are:</p> <ul style="list-style-type: none"> • Achieving passing scores on the subject area exams required by SBE rule; • Completing the subject area specializations specified in State Board rule and verification of subject area competence by the superintendent or chief executive officer of a state supported or private school for a subject area for which there is no subject area examination; • Completing the graduate level subject area specialization requirements for a subject coverage requiring a master's or higher degree and achievement of a passing score on the corresponding subject area examination; • Holding a valid standard teaching certificate issued by another state; or • Holding a valid standard teaching certificate issued by the NBPTS or a national educational credentialing board approved by SBE.
<p>8. How does an applicant demonstrate mastery of professional preparation and education competence?</p>	<p>Acceptable means of demonstrating mastery of professional preparation and education competence are:</p> <ul style="list-style-type: none"> • Completing an approved teacher preparation program at a postsecondary institution <i>in Florida</i> and achieving a passing score on the professional education competency exam required by SBE rule; • Completing a teacher preparation program at a postsecondary institution <i>outside of Florida</i> and achieving a passing score on the professional education competency exam required by SBE rule; • Holding a valid standard teaching certificate issued by another state; • Holding a valid standard teaching certificate issued by the NBPTS or a national educational credentialing board approved by SBE; • Documenting two semesters of successful teaching in a community college, state university, or private college or university that awards an associate or higher degree and is an accredited institution or is a non-accredited institution of higher education identified by the Department of Education as having a quality program (Refer to Question 10); • Completing a professional education competence demonstration program, completing twenty semester hours in professional preparation pursuant to SBE rule, and achieving a passing score on the professional education examination required by SBE rule; Completing an alternative certification program pursuant to s. 1004.85, F.S. (educator preparation institute) and achieving a passing score on the professional education

Teacher Certification

	<p>examination required by SBE rule; or</p> <ul style="list-style-type: none"> • Completing the Florida alternative certification program or a DOE-approved alternative certification program developed by a Florida school district. (Refer to Alternative Certification Fact Sheet.)
<p>9. May teachers add areas of certification to their certificate?</p>	<p>Yes. Teachers may add subject areas requiring a bachelor's degree by attaining a passing score on a subject area examination. Teachers may add subject areas requiring a master's or higher level degree by attaining a passing score on a subject area examination and completing the subject content course or degree requirements.</p>
<p>10. What requirements does the DOE use to determine a "non-accredited institution of higher education with a quality program?"</p>	<p>According to the Florida DOE, a non-accredited institution of higher learning will be considered to have a quality bachelor's or higher degree program, if it meets any one of the following criteria:</p> <ul style="list-style-type: none"> • The institution is listed in the U.S. Department of Education's Directory of Postsecondary Institutions – Volume 1. The volume lists institutions that are accredited by at least one accreditation agency; • The institution's degrees are accepted for certification by their own state's Department of Education; or • The institution operates pursuant to Section 1005.06(1)(e), F.S., which exempts certain institutions from the jurisdiction of the Commission for Independent Education.
<p>11. What are the applicable statutes and rules?</p>	<p>Section 1005.06(1)(e), F.S. -- Institutions exempt from licensure in 2001. Section 1012.54, F.S. -- Purpose of instructional personnel certification. Section 1012.55, F.S. -- Positions for which certificates are required. Section 1012.56, F.S. -- Educator certification requirements. Section 1012.565, F.S. -- Educator certification for blind and visually impaired students. Section 1012.57, F.S. -- Certification of adjunct educators. Section 1012.575, F.S. -- Alternative preparation programs for certified teachers to add additional coverage. Section 1012.58, F.S. -- Transition to Teaching Program.</p> <p>Rule 6A-1.0503, F.A.C. -- Definition of Qualified Instructional Personnel. Rule 6A-1.0502, F.A.C. -- Non-certificated Instructional Personnel.</p>
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education Educator Certification (850)245-5049</p>

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	<p>Toll Free United States (800) 445-6739 Internet Home Page: http://www.fldoe.org/edcert/ E-mail: edcert@mail.doe.state.fl.us On-Line Employment Opportunities: www.TeachinFlorida.com</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council
Alternative Certification

Fact Sheet

January 2008

<p>1. What is an alternative certification program?</p>	<p>An alternative certification program provides a way for individuals who already possess a bachelor’s degree to obtain the professional education preparation and experience required for a professional teaching certificate in Florida.</p>
<p>2. Who may participate in an alternative certification program?</p>	<p>Participants in all alternative certification programs must hold a bachelor’s degree; the degree does not have to be in “education” or a traditional teacher preparation program.</p>
<p>3. Where are alternative certification programs available?</p>	<p>All Florida school districts are required to provide an on-the-job training alternative certification program for newly hired instructional staff who need to satisfy the professional preparation and education competence requirements. Participants in the district programs must be employed by the district and hold a temporary educator certificate issued by the Florida Department of Education (DOE).</p> <p>To obtain training <i>before</i> being hired by a school district or <i>before</i> obtaining a temporary certificate, an individual may enroll in an alternative certification program at an <i>educator preparation institute</i>.</p>
<p>4. What is an educator preparation institute?</p>	<p>Postsecondary educator preparation institutes were authorized by the 2004 Legislature. The institutes are created by postsecondary institutions and must be approved by the DOE. The alternative certification program offered by the institute must also be approved by DOE.</p>
<p>5. What does the alternative certification program offered by educator preparation institutes include?</p>	<p>An alternative certification program offered by an approved educator preparation institute must provide:</p> <ul style="list-style-type: none"> • Instruction in professional knowledge and subject matter content that includes educator-accomplished practices and competencies and meets subject matter content requirements, professional competency testing requirements, and competencies associated with teaching scientifically based reading instruction and strategies; • Field experience with supervision from qualified educators; and • A certification ombudsman to assist participants in the process and procedures in obtaining certification. <p>In order to achieve professional educator certification, those who successfully complete the program must obtain a Statement of Status of Eligibility for certification, participate in a field experience(s) that is appropriate to the educational plan, and pass the professional education competency test</p>

Alternative Certification

	required by SBE rule.
<p>6. What does the alternative certification program offered by school districts include?</p>	<p>The district may provide either the DOE developed competency-based, on-line program or an alternative certification program developed by the district and approved by DOE. Both programs must include the following components:</p> <ul style="list-style-type: none"> • Survival training to ensure an initial period of preparation before the teacher assumes responsibility for the classroom. • Professional Preparation Learning Activities and Training to provide in-depth acquisition of the Florida Educator Accomplished Practices. • Summative assessment to ensure a standards-based method of determining mastery of the professional education competencies. • Support team consisting of peer mentors and building level administrators to coordinate and support the professional development of the teacher. • Individual Action Plan to outline the structured learning experience for each teacher. • Professional Education Test to demonstrate knowledge of education pedagogy.
<p>7. What are the applicable statutes?</p>	<p>Section 1004.85, F.S. -- Postsecondary educator preparation institutes. Section 1008.22, F.S. -- Student assessment program for public schools. Section 1012.56(5)(h), F.S. -- Test requirement for alternative certification program offered by educator preparation institute. Section 1012.56(7), F.S. -- Professional preparation alternative certification and education competency program. Section 1012.56(16), F.S. -- Comparison of routes to a professional certificate.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Educator Certification (850) 245-5049 Toll Free United States (800) 445-6739 Internet Home Page: http://www.fldoe.org/edcert E-mail: edcert@mail.doe.state.fl.us</p> <p>Bureau of Educator Recruitment, Development, and Retention (850) 245-0435 http://www.firn.edu/doe/profdev/</p> <p>Information regarding the contents of the Subject Area Examinations may be found in the "Competencies and Skills Required for Teacher Certification in Florida," at www.firn.edu/doe/sas/ftce/ftcecomp.htm.</p>

Alternative Certification

	<p>On-Line Employment Opportunities: www.TeachinFlorida.com</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council Teacher Compensation

Fact Sheet

January 2008

<p>1. Who controls how teachers are compensated?</p>	<p>The Legislature establishes state funding for public education in the annual General Appropriations Act (GAA). Additionally, the Legislature provides for the Florida Retirement System, in which teachers participate and receive special benefits such as the option of reemployment after retirement.</p> <p>Teacher compensation (salaries and benefits) is bargained locally between teachers and the individual school district. Article I, Section 6 of the Florida Constitution provides that in Florida, "the right to bargain collectively shall not be denied or abridged."</p>
<p>2. How much funding was provided by the Legislature in the 2007 budget for programs to support teachers?</p>	<p>In the 2007 General Appropriations Act (ch. 2007-72, L.O.F.), the following programs provide funding for teachers:</p> <ul style="list-style-type: none">• Florida Education Finance Program (FEFP) increase provides \$1.2 billion new dollars for school operations. Some of these new dollars are reserved for teachers and some may be used for teacher salary increases, for other compensation such as health insurance, or for the hiring of new teachers. Within the FEFP, the following allocations are provided as indicated below:<ul style="list-style-type: none">• Merit Award Program (MAP) provides \$147.5 million for a performance pay plan for K-12 teachers. School district plans for implementation are due October 1, 2007 (ch. 2007-3, L.O.F.). (Refer to Merit Award Fact Sheet).• School Recognition Program provided \$263.4 million, which may be used by the schools/school advisory councils to provide nonrecurring bonuses for teachers. (Refer to School Recognition Program Fact Sheet.)• Teachers Lead Program provides \$48.0 million for direct payments to each classroom teacher for the purchase of classroom supplies. The amount per teacher depends upon the number of eligible teachers (Specific Appropriation 91, ch. 2007-72, L.O.F.).• Teacher Training funding is provided for teacher professional development in the amount of \$136.5 million (Specific Appropriation 107, ch. 2007-72, L.O.F.).• Dale Hickam Excellent Teaching Program funding assists teachers to pursue national certification and rewards those who achieve it by paying an annual bonus equal to 10% of the average teacher salary. An additional bonus is available for teachers who provide mentoring and related services. Current year funding is \$85.1 million (Specific Appropriation 93, ch. 2007-72, L.O.F.). (Refer to Dale Hickam Excellent Teaching Program Fact Sheet.)• Teacher and School District Administrator Death Benefits provides for the families of teachers who are killed through some unlawful and intentional act in the performance of their professional duties (s.

	<p>112.1915, F.S.). (Refer to Barry Grunow Act Fact Sheet.)</p> <ul style="list-style-type: none"> Annual Teacher Bonuses for Student Achievement in Certain College-Credit Level High School Courses Provides an eligible teacher a maximum of \$2,000 in any school year for the following achievements: <ul style="list-style-type: none"> International Baccalaureate (IB) Bonus provides IB teachers a \$50 bonus for each student who receives a score of 4 or higher on the IB examination. Each IB teacher in a school designated “D” or “F” teaching at least one student who receives a score of 4 or higher on the IB examination is awarded an additional \$500 bonus. Advanced International Certificate of Education (AICE) Bonus provides AICE teachers teaching students in full-credit AICE courses a \$50 bonus for each student who receives a score of 2 or higher on the AICE examination. AICE teachers teaching half-credit AICE courses are awarded a \$25 bonus for each student who receives a score of 1 or higher on the AICE examination. In addition, each AICE teacher in a school designated “D” or “F” who has at least one student that receives a score of 2 or higher on a full-credit AICE examination is awarded an additional \$500 bonus. Additional bonuses of \$250 each are awarded to teachers of half-credit AICE classes in a school designated “D” or “F” who have at least one student scoring 1 or higher on the half-credit AICE examination in that class. Advanced Placement (AP) Bonus provides AP teachers a \$50 bonus for each student who receives a score of 3 or higher on the College Board Advanced Placement examination. In addition, each AP teacher in a school designated “D” or “F” who has at least one student who receives a score of 3 or higher on the College Board Advanced Placement examination is awarded an additional \$500 bonus. 																														
<p>3. How does the district distribute the money appropriated by the Legislature?</p>	<p>Each public school district, after collective bargaining activities, adopts a salary schedule for instructional personnel in that district. Chapter 447, F.S., governs collective bargaining in Florida, including collective bargaining by school districts.</p>																														
<p>4. On average, what are teachers paid in Florida?</p>	<p>According to the DOE, the average salary paid to a Florida public school teacher in the school year 2006-07 was \$45,296. This represents an increase of \$2,594 (6.07%) over the average salary of \$42,702 for the 2005-06 school year.</p> <p>Statewide Average Teacher Salary by Degree, 2003-2004 to 2006-2007</p> <table border="1" data-bbox="560 1675 1442 1860"> <thead> <tr> <th>Level</th> <th>2003-2004</th> <th>2004-2005</th> <th>2005-2006</th> <th>2006-07</th> </tr> </thead> <tbody> <tr> <td>Bachelor's</td> <td>37,637</td> <td>38,516</td> <td>39,492</td> <td>41,989</td> </tr> <tr> <td>Master's</td> <td>44,536</td> <td>45,678</td> <td>47,006</td> <td>49,771</td> </tr> <tr> <td>Specialist's</td> <td>52,258</td> <td>53,695</td> <td>55,238</td> <td>57,694</td> </tr> <tr> <td>Doctorate</td> <td>50,847</td> <td>52,047</td> <td>53,142</td> <td>55,617</td> </tr> <tr> <td>All Degrees</td> <td>40,598</td> <td>41,578</td> <td>42,702</td> <td>45,296</td> </tr> </tbody> </table> <p>The following table sets forth the districts that provided the highest average teacher salary and the lowest average teacher salary in Florida</p>	Level	2003-2004	2004-2005	2005-2006	2006-07	Bachelor's	37,637	38,516	39,492	41,989	Master's	44,536	45,678	47,006	49,771	Specialist's	52,258	53,695	55,238	57,694	Doctorate	50,847	52,047	53,142	55,617	All Degrees	40,598	41,578	42,702	45,296
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Teacher Compensation

	<p>in 2006-07, according to the education level of the teacher.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="7" style="text-align: center;">Lowest and Highest District Average Teacher Salary by Degree, 2006-2007</th> </tr> <tr> <th style="text-align: center;">Degree</th> <th colspan="2" style="text-align: center;">Lowest</th> <th colspan="2" style="text-align: center;">Highest</th> <th colspan="2" style="text-align: center;">Difference</th> </tr> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Salary</th> <th style="text-align: center;">District</th> <th style="text-align: center;">Salary</th> <th style="text-align: center;">District</th> <th style="text-align: center;">Dollars</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td>Bachelor's</td> <td style="text-align: right;">33,732</td> <td style="text-align: center;">Union</td> <td style="text-align: right;">47,687</td> <td style="text-align: center;">Monroe</td> <td style="text-align: right;">13,955</td> <td style="text-align: right;">41.37</td> </tr> <tr> <td>Master's</td> <td style="text-align: right;">38,757</td> <td style="text-align: center;">Gadsden</td> <td style="text-align: right;">56,731</td> <td style="text-align: center;">Sarasota</td> <td style="text-align: right;">17,974</td> <td style="text-align: right;">46.38</td> </tr> <tr> <td>Specialist</td> <td style="text-align: right;">35,904</td> <td style="text-align: center;">Lafayette</td> <td style="text-align: right;">71,845</td> <td style="text-align: center;">Sarasota</td> <td style="text-align: right;">35,941</td> <td style="text-align: right;">100.10</td> </tr> <tr> <td>Doctorate</td> <td style="text-align: right;">33,732</td> <td style="text-align: center;">Gadsden</td> <td style="text-align: right;">65,845</td> <td style="text-align: center;">Okaloosa</td> <td style="text-align: right;">32,113</td> <td style="text-align: right;">95.20</td> </tr> <tr> <td>All</td> <td style="text-align: right;">35,489</td> <td style="text-align: center;">Union</td> <td style="text-align: right;">52,348</td> <td style="text-align: center;">Sarasota</td> <td style="text-align: right;">16,859</td> <td style="text-align: right;">47.50</td> </tr> </tbody> </table>	Lowest and Highest District Average Teacher Salary by Degree, 2006-2007							Degree	Lowest		Highest		Difference		Level	Salary	District	Salary	District	Dollars	Percent	Bachelor's	33,732	Union	47,687	Monroe	13,955	41.37	Master's	38,757	Gadsden	56,731	Sarasota	17,974	46.38	Specialist	35,904	Lafayette	71,845	Sarasota	35,941	100.10	Doctorate	33,732	Gadsden	65,845	Okaloosa	32,113	95.20	All	35,489	Union	52,348	Sarasota	16,859	47.50
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<p>5. What is the national average teacher salary?</p>	<p>Nationally, the average teacher pay in 2004-05 was \$47,750 (source: U.S. Dept. of Education, National Center for Education Statistics; <i>Digest of Education Statistics, 2005</i>).</p>																																																								
<p>6. Does a direct comparison of teacher salaries between various states produce a true picture of all factors that affect those averages?</p>	<p>No. Several factors make such a direct (unadjusted) comparison largely invalid:</p> <ul style="list-style-type: none"> • Cost of living must be taken into consideration. Most states with higher pay also have higher cost of living as reflected in the prices of goods, services, and housing. • Compensation in the form of other (non-salary) benefits is not reflected in salary. • Florida does not assess sales tax on groceries or medicines, nor does it assess a state income tax, as many other states do. • Florida is a high growth state and consequently hires a higher percentage of first-time teachers than most other states. Since beginning teachers earn less than experienced teachers, the state average teacher salary for Florida is lower as a result. <p>Other factors affect the average teacher salary in different states or even in different districts within Florida and should also be taken into consideration when comparing average salaries. These factors include:</p> <ul style="list-style-type: none"> • The number of instructional personnel in the district. • The type of degree of the individual teacher. • The number of years of experience. • Whether the teacher is paid from an in-field or out-of-field contract. • Whether the teacher is paid on an annual status or continuing contract (tenure). 																																																								
<p>7. What other benefits do Florida teachers receive in addition to salary?</p>	<ul style="list-style-type: none"> • Benefits: Employers pay social security, retirement, and medical plan benefits. • Scholarships & loan forgiveness: A variety of scholarships and loan forgiveness programs are available for teachers or prospective teachers. • MAP – Merit Award Program - performance pay: \$147.5 million to be awarded to teachers based on each district's approved performance pay plan that includes a teacher evaluation plan to 																																																								

Teacher Compensation

	<p>identify high-performing teachers.</p> <ul style="list-style-type: none"> • Bonuses for successful college credit high school teaching: Advanced Placement (AP) Bonus, Advanced International Certificate of Education (AICE) Bonus, International Baccalaureate (IB) Bonus (Refer to Question 2).
<p>8. What are the applicable statutes and laws?</p>	<ul style="list-style-type: none"> • Ch. 447, F.S. -- Labor Organizations (collective bargaining provisions). • Section 1011.62, F.S. -- Funds for operation of schools; bonuses for teachers of college-credit high school courses – paragraphs (1)(l), (m), and (n) • Section 1012.22(1)(c), F.S. -- Compensation and salary schedules. • Section 1012.225, F.S. – Merit Award Program • Section 1012.33(3)(g), F.S. -- Contracts with instructional staff, supervisors and school principals. • Section 1012.72 – Dale Hickam Excellent Teaching Program • 2007 General Appropriations Act, Specific Appropriations 8, 86, 91, 93, 104, and 107.
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education http://www.firn.edu/doe/eias/eiaspubs/pdf/tchsal06.pdf (Teacher Salaries, Experience, and Degree Level)</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council Merit Award Program

Fact Sheet

January 2008

1. What is the Merit Award Program for instructional personnel and school-based administrators?	<p>The Merit Award Program (MAP) provides monetary bonuses to instructional personnel and school-based administrators, as individuals or as an instructional team, based upon the academic performance of students assigned to that employee's classroom, school, or within their academic sphere of responsibility. Funding for MAP is subject to legislative appropriation. The 2007 Legislature appropriated \$147.5 million for MAP.</p>
2. Who is eligible to receive funding under the Merit Award Program?	<p>Each school district that chooses to participate must develop a plan that designates top performing instructional personnel and school-based administrators and provides a bonus of at least 5 percent of the average teacher's salary for that school district, but no more than 10 percent of the average teacher's salary.</p> <p>The bonus amount may not be based on length of service or base salary and the receipt of a merit award bonus may not adversely affect the opportunity of the recipient to receive any other compensation made available to other instructional personnel and school-based administrators within the district.</p> <p>Each district's plan is reviewed by the Commissioner of Education (commissioner) for compliance before and after implementation. The commissioner must report non-compliant school district plans and/or implementation to the Governor and Legislature.</p>
3. Are districts required to implement the Merit Award Program?	<p>No, district participation in MAP is voluntary, but districts that choose not to participate cannot receive the money appropriated for the program. The funds for districts that choose not to participate revert back to the fund from which they were appropriated for the following fiscal year.</p>
4. Which instructional personnel are eligible to receive a merit award?	<p>All instructional personnel are included, with the exception of paraprofessionals and substitute teachers. Reading coaches and Pre-K Exceptional Student Education teachers are eligible. VPK teachers are not eligible.</p> <p>Personnel may be eligible as either individuals or instructional teams. "Instructional teams" are personnel who are co-teaching a class, or a team of teachers who consistently work together and who regularly provide instruction to the same group of students.</p>

Merit Award Program

<p>5. Are charter schools eligible to participate in the Merit Award Program?</p>	<p>Yes, charter schools are eligible to participate in the Merit Award Program. If a charter school follows a district's salary schedule the charter school should be included within the district's plan. However, if a charter school does not follow the district's salary schedule or the district chooses not to adopt a plan, the charter school may adopt their own merit award pay plan pursuant to the requirements of the statute.</p>
<p>6. Do eligible employees have to apply to be eligible for a merit award?</p>	<p>No, school districts are specifically prohibited from requiring instructional personnel and school-based administrators to submit an application or make some type of presentation to be eligible for an award.</p>
<p>7. What are the criteria for determining whether a merit award bonus is earned?</p>	<p>School district plans must reward instructional personnel and school-based administrators based upon the performance of students assigned to those individuals. This student performance component must be weighted at no less than 60 percent in the determination of who receives a merit award bonus.</p> <p>School district plans must also base up to 40 percent of the overall evaluation for earning a merit award on a principal's evaluation for instructional personnel, or a superintendent's evaluation for school-based administrators. The factors included in such evaluations are as follows:</p> <ol style="list-style-type: none"> 1. Ability to maintain discipline. 2. Outstanding knowledge of subject matter, with the ability to deliver high quality instruction and use of technology in the classroom. 3. Ability to evaluate student instructional needs and to design and implement instructional strategies to meet those needs. 4. Ability to work well with parents and families of students. 5. The Florida Educator Accomplished Practices for instructional personnel. (Rule 6A-5.065, The Educator Accomplished Practices). <p>The twelve essential practices of effective teaching are: Assessment; Communication; Continuous Improvement; Critical Thinking; Diversity; Ethics; Human Development and Learning; Knowledge of Subject Matter; Learning Environments; Planning; Role of the Teacher; and Technology.</p> <p>Additional criteria for school-based administrators include management of human, financial, and material resources to maximize such resources for direct instruction; and the administrator's ability to recruit and retain high-performing</p>

Merit Award Program

<p>8. How is student performance to be measured?</p>	<p>teachers.</p> <p>Improved student performance is to be measured by statewide standardized tests and, for grades and courses not covered by a statewide assessment program, by district determined testing instruments that measure Sunshine State Standards, curriculum frameworks, or course descriptions for the content area assigned and grade level taught.</p> <p>The overall assessment of student performance must balance student performance based on academic proficiency or learning gains, or both. “Academic proficiency” is measured by determining if a student has met a certain standard. “Learning gains” refers to a measure of growth from a pretest to a posttest over a period of time. A district’s calculation of learning gains may consider the extent of the gains made by each individual student and/or the percentage of students making significant gains.</p>
<p>9. Are district MAP plans subject to collective bargaining?</p>	<p>Yes. Individual merit award supplements are subject to collective bargaining under Ch. 447. An expedited process is set up within s. 447.403, F.S., for resolution of impasses involving a dispute of the Merit Award Program plan.</p> <p>This process requires:</p> <ul style="list-style-type: none"> • The appointment of a special magistrate to review the arguments of both parties within 5 days. The special magistrate is appointed by agreement by the parties or by the Public Employees Relations Commission if the parties cannot agree on one. • A hearing must be set for within 15 days and the parties must submit a list of disputed issues within 5 days of the appointment of the special magistrate. • The special magistrate’s written decision must be provided within ten days after the hearing. • Either party may reject any portion of the special magistrate’s decision, but must do so within 5 days. • Where either party rejects the decision, the parties shall proceed directly to resolution of the impasse by the district school board.
<p>10. What are the school district responsibilities with regard to MAP?</p>	<p>Each school district that chooses to participate in the program is required to:</p> <ul style="list-style-type: none"> • be able to administer end-of-course exams based on Sunshine State Standards to measure student performance in all grades and subject areas, • negotiate, approve, and submit a plan to the commissioner that meets statutory requirements, • establish a procedure to annually review the assessment and compensation components of the school district’s implemented plan from the prior year,

Merit Award Program

	<ul style="list-style-type: none"> • submit a report on such implementation to the commissioner, and • inform its employees of the criteria and procedures associated with the school district's plan.
<p>11. What are the commissioner and Department of Education responsibilities with regard to MAP?</p>	<p>The commissioner must:</p> <ul style="list-style-type: none"> • Review plans submitted by districts for compliance prior to implementation. • Review district reports following implementation. • Identify revisions to non-compliant plans. • Review revisions to existing plans. • Certify non-compliant plans to the Governor and Legislature. <p>The Department of Education must:</p> <ul style="list-style-type: none"> • Provide technical assistance in the development of plans. • Collect and disseminate best practices for plans and for district-determined testing instruments.
<p>12. How does the Merit Award Program affect the 2006 STAR Plan proviso language?</p>	<p>The Merit Award Program replaces STAR and gives districts several choices for implementing performance pay for the 2006-2007 school year. These options include:</p> <ol style="list-style-type: none"> 1. Implement an approved STAR plan (if one has been or can be approved by the district school board). 2. Implement an approved plan that meets the requirements set forth above for the Merit Award Program. 3. Implement the district's performance pay plan that complies with s. 1012.22, F.S. (if one has been implemented in the past). <p>Those districts that choose options 1 or 2 will receive their pro rata share of the appropriation for STAR. Those districts that choose option 3 will receive only as much as they disbursed under their performance pay plan from the previous year.</p>
<p>13. What are the applicable statutes and rules?</p>	<p>Section 447.403, F.S. – Resolution of impasses. Section 1012.01(2)(a)-(d) and (3)(c), F.S. – Definitions. Section 1012.225, F.S. – Merit Award Program for instructional personnel and school-based administrators.</p> <p>Rule 6A-5.06, F.A.C. – The Educator Accomplished practices. Rule 6A-7.0100, F.A.C. – Merit Award Program for Instructional Personnel and School Board Administrators.</p>
<p>14. Where can I get additional information?</p>	<p>Florida Department of Education Division of Educator Quality (850) 245-0509 http://www.fldoe.org/dpe/default.asp</p>

Merit Award Program

	Florida House of Representatives Schools & Learning Council (850) 488-7451
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Schools & Learning Council
Dale Hickam Excellent Teaching Program

Fact Sheet

January 2008

1. What is the Dale Hickam Excellent Teaching Program?

The Dale Hickam Excellent Teaching program provides incentives for classroom teachers to seek national certification through the National Board for Professional Teaching Standards (NBPTS). The Dale Hickman Excellent Teaching program pays \$2,250 (a fee subsidy of 90% of the NBPTS \$2,500 fee) for each Florida teacher who seeks NBPTS certification. A one-time portfolio preparation fee of \$150 is also paid. Florida teachers who receive NBPTS certification are eligible to receive an annual bonus of 10% of the prior fiscal year's statewide average salary for classroom teachers, approximately \$4,270.00 for every year of the life of the certification (10 years), provided that they remain classroom teachers. An additional bonus equal to 10% of the prior fiscal year's statewide average salary for classroom teachers can be earned by NBPTS certified teachers who provide the equivalent of 12 work days of mentoring and related services to Florida public school teachers who do not hold NBPTS certification.

Total appropriations for this program are:

School Year	Appropriation
1998-1999	\$12 million
1999-2000	\$14 million
2000-2001	\$19 million
2001-2002	\$31.4 million
2002-2003	\$48.7 million
2003-2004	\$69.5 million
2004-2005	\$67.7 million
2005-2006	\$83.6 million
2006-2007	\$97.9 million
2007-2008	\$88.1 million

2. What is the teacher's responsibility in the program?

A teacher who receives a NBPTS certification fee subsidy under the Excellent Teaching Program must complete the program and teach in a public school in Florida for at least one year after completing the certification. Teachers who do not fulfill these requirements must repay the subsidy fee to the state. However, a teacher who completes the program, but fails to be awarded NBPTS certification does not have to repay the state.

3. What local incentives are offered to teachers who

Currently, a number of district school boards offer incentives for teachers to become National Board Certified. Some district school boards provide candidates for NBPTS

Dale Hickam Excellent Teaching Program

<p>pursue and earn National Board Certification?</p>	<p>certification with professional leave days for portfolio preparation, payment for the retake of one exercise, and access to laptop computers and video equipment. District school boards compensate NBPTS certified teachers with annual bonuses, stipends, and supplements. In addition, district school boards grant a range of 30 to 120 in-service points toward state recertification to NBPTS teachers.</p>																																													
<p>4. What is the National Board for Professional Teaching Standards (NBPTS)?</p>	<p>The NBPTS was established in 1987 as a not-for-profit organization with the goals of setting high, rigorous, and detailed standards of what accomplished teachers should know and be able to do. These standards represent 24 certification fields. Candidates must possess a baccalaureate degree, hold a valid state teaching license, and have accomplished three years of successful teaching.</p> <p>Candidates for National Board certification are subject to a portfolio review and a two-part assessment based on standards and teaching. NBPTS certification takes approximately one to three years to complete. The portfolio review includes students' work and videotapes of the classroom teacher providing classroom instruction. Candidates are measured by a peer group of classroom teachers.</p>																																													
<p>5. How much interest have teachers shown in the Excellent Teaching Program?</p>	<p>Since 1999, the figures are as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>1999-00</th> <th>2000-01</th> <th>2001-02</th> <th>2002-03</th> <th>2003-04</th> <th>2004-05</th> <th>2005-06</th> <th>2006-07</th> </tr> </thead> <tbody> <tr> <td>Number of Applicants</td> <td>1455</td> <td>2421</td> <td>2619</td> <td>2405</td> <td>2766</td> <td>3165</td> <td>2994</td> <td>3000</td> </tr> <tr> <td>Number of Withdrawals</td> <td>354</td> <td>486</td> <td>754</td> <td>730</td> <td>626</td> <td>787</td> <td>675</td> <td>786</td> </tr> <tr> <td>Total Participants</td> <td>1101</td> <td>1935</td> <td>1865</td> <td>1675</td> <td>2140</td> <td>2378</td> <td>2319</td> <td>2214</td> </tr> <tr> <td>The Number Earning NBPTS certification</td> <td>700</td> <td>992</td> <td>1243</td> <td>1448</td> <td>1473</td> <td>1384</td> <td>1511</td> <td>1674</td> </tr> </tbody> </table> <p>According to the NBPTS, the national certification process has an average pass rate of 40% for first time testers with that rate rising to 70% by the third attempt.</p>		1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Number of Applicants	1455	2421	2619	2405	2766	3165	2994	3000	Number of Withdrawals	354	486	754	730	626	787	675	786	Total Participants	1101	1935	1865	1675	2140	2378	2319	2214	The Number Earning NBPTS certification	700	992	1243	1448	1473	1384	1511	1674
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<p>6. How does NBPTS certification affect Florida's state certification process?</p>	<p>Teachers who are NBPTS-certified and meet Florida's eligibility criteria and background and fingerprint check requirements will qualify for a professional educator's certificate in Florida. A certified NBPTS teacher is deemed to meet state renewal requirements for the life of the teacher's NBPTS certificate.</p>																																													
<p>7. What teachers are eligible?</p>	<p>All public school teachers in Florida school districts are eligible, including teachers at the Florida School for the Deaf and the Blind.</p>																																													
<p>8. What are the applicable</p>	<p>Section 1012.56, F.S. -- Florida educator certification</p>																																													

Dale Hickam Excellent Teaching Program

statutes?	requirements. Section 1012.585, F.S. -- Process for renewal of professional certificate. Section 1012.72, F.S. -- Dale Hickam Excellent Teaching Program. Specific Appropriations 9B and 93, chapter 2007-72, Laws of Florida, and Specific Appropriation 5, chapter 2007-326, Laws of Florida.
9. Where can I get additional information?	Florida Department of Education Bureau of Educator Recruitment, Development and Retention (850) 245-0435 www.firn.edu/doe/etp/ The National Board for Professional Teaching Standards 1525 Wilson Blvd., Suite 500 Arlington, VA 22209 1-800-22-TEACH or (703) 465-2700 www.nbpts.org Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council
Barry Grunow Act

Fact Sheet

January 2008

<p>1. What is the Barry Grunow Act?</p>	<p>The Barry Grunow Act (Act), named for a Lake Worth, Florida Middle School teacher who was shot and killed by a student just outside his classroom, provides designated benefits for any Florida teacher or school-based administrator who is killed while engaged in the performance of teaching or school administrator duties. The Act provides four benefits:</p> <ol style="list-style-type: none">(1) \$75,000 to the beneficiary or heirs of a decedent teacher or administrator;(2) \$1,000 to be paid toward the funeral and burial expenses of such teacher or administrator;(3) Payment of health insurance premiums for the spouse and dependent children of the decedent teacher or administrator; and(4) Waiver of certain educational expenses incurred by the children of the deceased teacher or school administrator while obtaining a career certificate or an undergraduate education at a school district career center, a public community college, or a state university. The amount to be waived is equal to the cost of tuition and fees for a total of 120 credit hours at a state university. The benefits continue until the child's 25th birthday.
<p>2. Who is eligible for these benefits?</p>	<p>Any individual in a position defined as instructional personnel under s. 1012.01, F.S., is eligible. Instructional personnel includes classroom teachers, guidance counselors, school psychologists, librarians, and teacher aides. In addition, school-based administrators are eligible.</p>
<p>3. Under what circumstances are benefits paid?</p>	<p>Benefits are paid when a teacher or school-based administrator is killed as a result of an unlawful and intentional act. The act of violence must be inflicted by another person and occur while the teacher or administrator is engaged in his or her teaching or school administrative duties, or because he or she is a teacher or school administrator.</p>
<p>4. Prior to the Barry Grunow Act, what special death benefits were available for the spouse of a teacher killed in the line of duty?</p>	<p>The spouse of <i>any</i> member of the Florida Retirement System killed in the line of duty is paid one-half the salary of the deceased, or the member's current retirement benefit for life, whichever he or she chooses.</p> <p>The special death benefits provided in the Barry Grunow Act are in addition to these Florida Retirement System benefits.</p>

Barry Grunow Act

5. How much funding has been provided?	\$115,000 is provided in the 2007-08 General Appropriations Act. \$165,000 was provided in the 2006-07, 2005-06, 2004-05, 2003-04, and 2002-03 General Appropriations Acts.
6. What are the applicable laws?	Section 112.1915, F.S. -- Teacher and school administrators death benefits. 2007 General Appropriations Act, Specific Appropriation 104, ch. 2007-72, L.O.F., and Specific Appropriation 50. Ch. 2007-326, L.O.F.
7. Where can I get additional information?	Florida House of Representatives Schools & Learning Council (850) 488-7451

Public Schools
High School Issues



<p>1. What are the requirements for high school graduation?</p>	<p>To graduate, a student must complete credits for the required courses and earn the required grade point average (Refer to Question 2). In addition, to earn a standard high school diploma, the student must earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests.</p> <p>To use a concordant score in lieu of passing the FCAT, a student must take each subject area test of the grade 10 FCAT a total of three times without earning a passing score. A new student entering Florida in grade 12 may, however, use a concordant score to satisfy the graduation requirement without attempting to earn a passing score on the FCAT.</p> <p>A student is currently required to earn passing scores on FCAT Reading and FCAT Mathematics. The following table displays the FCAT passing scores and concordant scores on the SAT and ACT tests:</p> <table border="1" data-bbox="521 1083 1419 1285"> <thead> <tr> <th colspan="2">FCAT Passing and Concordant Scores</th> </tr> <tr> <th>Reading</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>FCAT Passing Scores – 1926 (developmental scale score) or 300 (scale score)</td> <td>FCAT Passing Scores – 1889 (developmental scale score) or 300 (scale score)</td> </tr> <tr> <td>SAT Concordant Score – 410</td> <td>SAT Concordant Score – 370</td> </tr> <tr> <td>ACT Concordant Score – 15</td> <td>ACT Concordant Score – 15</td> </tr> </tbody> </table> <p>A student who enters 9th grade in or after the 2006-2007 school year must also earn a passing score on the FCAT Writing+ examination. Beginning with the spring 2007 FCAT administration, the Department of Education reported the results for FCAT Writing+ by achievement levels based on scale scores. In addition, the department established the minimum passing score (scale score of 300) required for graduation. The passing score is required for eligible students beginning with the spring 2008 FCAT administration. Thus, students in the graduating class of 2010 are required to earn the passing score in order to receive a standard high school diploma. (Refer to Florida Comprehensive Assessment Test Fact Sheet.)</p>	FCAT Passing and Concordant Scores		Reading	Mathematics	FCAT Passing Scores – 1926 (developmental scale score) or 300 (scale score)	FCAT Passing Scores – 1889 (developmental scale score) or 300 (scale score)	SAT Concordant Score – 410	SAT Concordant Score – 370	ACT Concordant Score – 15	ACT Concordant Score – 15
FCAT Passing and Concordant Scores											
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SAT Concordant Score – 410	SAT Concordant Score – 370										
ACT Concordant Score – 15	ACT Concordant Score – 15										
<p>2. Do students have options for satisfying the credit</p>	<p>Yes. There are three options that a student may select:</p> <ul style="list-style-type: none"> • Traditional 24-credit option that generally may be completed in 4 years (Refer to Traditional 24-Credit High School Graduation Option Fact Sheet). 										

requirements?

- Accelerated 18-credit college preparatory option that generally may be completed in 3 years (**Refer to Accelerated 18-Credit High School Graduation Options Fact Sheet**).
- Accelerated 18-credit career preparatory option that generally may be completed in 3 years (**Refer to Accelerated 18-Credit High School Graduation Options Fact Sheet**).

	Traditional 24-Credit Option*	College Preparatory Program (Accelerated 18-Credit Option)	Career Preparatory Program (Accelerated 18-Credit Option)
Required credits	24 credits	18 credits	18 credits
Required grade point average	2.0	<ul style="list-style-type: none"> • 3.5 for students entering 9th grade in or after the 2006-2007 school year; or • 3.0 for students entering 9th grade before the 2006-2007 school year 	3.0
English	4 credits (with major concentration in composition, reading for information, and literature)	4 credits (with major concentration in composition and literature)	4 credits (with major concentration in composition and literature)
Mathematics	4 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)	3 credits (each credit must be at the Algebra I or higher level and qualify for state university admission)	3 credits (1 credit in Algebra I)
Science	3 credits (2 credits must have a laboratory component)	3 credits (2 credits must have a laboratory component)	3 credits (2 credits must have a laboratory component)
Social Studies / Social Sciences	3 credits in Social Studies (1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government)	3 credits in Social Sciences (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)	3 credits in Social Sciences (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)
Second Language	None	2 credits in the same second language (if student is native speaker of, or demonstrates competency in, a language other than English, the student may take 2 credits in other academic courses)	None
Fine or Performing Arts	1 credit in Fine or Performing Arts (may include speech and debate)	None	None

High School Graduation

			<p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit** (may duplicate credit for physical education); or • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for physical education) 		
		Vocational or Career Education	None	None	<p>3 credits (two options):</p> <ul style="list-style-type: none"> • 3 credits in career and technical certificate dual enrollment courses; or • 5 credits in vocational or career education courses
		Physical Education	<p>1 credit (including integration of health)</p> <p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Participation in an interscholastic sport at the junior varsity or varsity level for 2 full seasons and passage (with grade "C" or better) of personal fitness competency test satisfies 1 credit; • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for fine or performing arts and does not satisfy personal fitness requirement); or • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit** (does not satisfy 	None	None

		personal fitness requirement). (Refer to Physical Education Fact Sheet)		
	Electives	8 credits in Majors, Minors, or Electives: <ul style="list-style-type: none"> • 4 credits in the student's Major Area of Interest; and • 4 credits in Elective Courses (second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses) 	3 credits	2 credits (if student earns 5 credits in vocational or career education courses, electives are not required)
	Anticipated time to completion	4 years	3 years	3 years
<p>3. Can a district school board increase graduation requirements?</p>	<p>District school boards are generally authorized to adopt policies and procedures governing graduation requirements. School boards must adopt rules for admitting, classifying, promoting, and graduating students. School boards are also authorized, in accordance with guiding principles for secondary school redesign as set forth in current law, to address additional course requirements for promotion and graduation in the district's student progression plan.</p> <p>District school boards are expressly prohibited from establishing graduation requirements in excess of the statutory requirements for the accelerated 18-credit graduation options.</p> <p>For a student who entered 9th grade before the 2007-2008 school year, state law authorizes and encourages the district school board to establish graduation requirements in excess of the minimum requirements for the traditional 24-credit graduation option, with two limitations:</p> <ul style="list-style-type: none"> • An increase in academic credit or minimum grade point average requirements does not apply to a student who enrolled in grades 9 through 12 at the time the district school board increases the requirements; and • An increase in academic credit or minimum grade point average 			

	<p>requirements does not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment.</p> <p>For a student who enters 9th grade in or after the 2007-2008 school year, state law does not specifically authorize the district school board to establish graduation requirements in excess of the minimum requirements for the traditional 24-credit graduation option. However, the general statutory authority for school districts to adopt graduation requirements remains in current law.</p> <p>In addition, legislation implementing the constitutional class-size reduction requirements specifies that districts must consider adopting policies that allow a student to graduate from high school as soon as he or she passes the grade 10 FCAT and completes the courses required for graduation.</p>
<p>4. How and when do students decide on a graduation option?</p>	<p>A district school board must provide students in grades 6 through 9 and their parents with information concerning the traditional 24-credit graduation option and both accelerated 18-credit graduation options. This information must include an explanation of the curriculum requirements, timeframes for achieving each graduation option, and the advantages and disadvantages of each option.</p> <p>Selection of one of the graduation options must be made before the end of 9th grade. The selection is exclusively the decision of the student and his or her parent and requires the written consent of the parent. If a student and parent fail to make a selection by the end of 9th grade, the student is considered to have selected the traditional 24-credit graduation option.</p> <p>A district school board may extend the deadline for selecting a graduation option through the end of first semester in 10th grade for a student who transfers from a private or out-of-state school or who was prevented from choosing a graduation option due to illness during 9th grade.</p> <p>A student who selects an accelerated 18-credit graduation option has the right to change to the traditional 24-credit graduation option at any time. In addition, a student who selects an accelerated 18-credit graduation option is automatically moved to the traditional 24-credit graduation option if the student:</p> <ul style="list-style-type: none"> • Fails to earn 5 credits by the end of 9th grade; • Fails to earn 11 credits by the end of 10th grade; • Does not earn a score of 3 or higher on the grade 10 FCAT Writing+ assessment; or • Does not complete the required credits and have the required grade point average by the end of 11th grade.

<p>5. What are the applicable statutes and rules?</p>	<p>Section 1001.43(8), F.S. – Supplemental Powers and Duties of District School Board (Student Assessment and Affairs). Section 1003.02(1)(a), F.S. – District School Board Operation and Control of Public K-12 Education within the School District. Section 1003.03(3)(c)2., F.S. – Maximum Class Size. Section 1003.413(3)(k), F.S. – Florida Secondary School Redesign Act. Section 1003.4156(1)(a), F.S. – General Requirements for Middle Grades Promotion (Electronic Personal Education Plan). Section 1003.428, F.S. – General Requirements for High School Graduation; Revised. Section 1003.429, F.S. – Accelerated High School Graduation Options. Section 1003.43, F.S. – General Requirements for High School Graduation. Section 1008.22(3)(c)5. and (9), F.S. – Student Assessment Program for Public Schools (Florida Comprehensive Assessment Test; Graduation Requirement; Concordant Scores). Section 1008.25, F.S. – Public School Student Progression; Remedial Instruction; Reporting Requirements.</p> <p>Rule 6A-1.09422, F.A.C. – Florida Comprehensive Assessment Test Requirements.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida Academic Counseling and Tracking for Students (FACTS) www.facts.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council

Accelerated 18-Credit High School Graduation Options

Fact Sheet

January 2008

<p>1. What are the 18-credit graduation options?</p>	<p>A student who selects an accelerated 18-credit graduation option may choose either the college preparatory program or the career preparatory program. Both programs generally allow a student to graduate from high school in 3 years.</p> <p>To graduate, a student must also earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests (Refer to High School Graduation Fact Sheet and Florida Comprehensive Assessment Test Fact Sheet).</p> <p>For additional information on high school graduation requirements, see the High School Graduation Fact Sheet and the Traditional 24-Credit High School Graduation Option Fact Sheet.</p>																							
<p>2. Who is eligible to enroll in an 18-credit graduation option?</p>	<p>A student seeking a standard high school diploma may select an 18-credit graduation option with the written consent of his or her parent. Before the 2006-2007 school year, a student was not eligible for an 18-credit graduation option unless the student scored at or above achievement level 3 on the reading, mathematics, and writing portions of the most recent Florida Comprehensive Assessment Test (FCAT). In 2006, the Legislature removed the minimum FCAT scores as eligibility requirements for selecting an 18-credit graduation option.</p>																							
<p>3. What are the academic requirements for each 18 credit high school graduation option?</p>	<table border="1"> <thead> <tr> <th></th> <th>College Preparatory Program</th> <th>Career Preparatory Program</th> </tr> </thead> <tbody> <tr> <td>Required credits</td> <td>18 credits</td> <td>18 credits</td> </tr> <tr> <td>Required grade point average</td> <td> <ul style="list-style-type: none"> 3.5 for students entering 9th grade in or after the 2006-2007 school year; or 3.0 for students entering 9th grade before the 2006-2007 school year </td> <td>3.0</td> </tr> <tr> <td>English</td> <td>4 credits (with major concentration in composition and literature)</td> <td>Same</td> </tr> <tr> <td>Mathematics</td> <td>3 credits (each credit must be at the Algebra I or higher level and qualify for state university admission)</td> <td>3 credits (1 credit in Algebra I)</td> </tr> <tr> <td>Natural Science</td> <td>3 credits (2 credits must have a laboratory component)</td> <td>Same</td> </tr> <tr> <td>Social Sciences</td> <td>3 credits (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)</td> <td>Same</td> </tr> </tbody> </table>				College Preparatory Program	Career Preparatory Program	Required credits	18 credits	18 credits	Required grade point average	<ul style="list-style-type: none"> 3.5 for students entering 9th grade in or after the 2006-2007 school year; or 3.0 for students entering 9th grade before the 2006-2007 school year 	3.0	English	4 credits (with major concentration in composition and literature)	Same	Mathematics	3 credits (each credit must be at the Algebra I or higher level and qualify for state university admission)	3 credits (1 credit in Algebra I)	Natural Science	3 credits (2 credits must have a laboratory component)	Same	Social Sciences	3 credits (1 credit in American History, 1 credit in World History, ½ credit in American Government, and ½ credit in Economics)	Same
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Accelerated 18-Credit High School Graduation Options

	Second Language	2 credits in the same second language (if student is native speaker of, or demonstrates competency in, a language other than English, the student may take 2 credits in other academic courses)	None
	Vocational or Career Education	None	3 credits (two options): <ul style="list-style-type: none"> • 3 credits in career and technical certificate dual enrollment courses; or • 5 credits in vocational or career education courses
	Physical Education	None	None
	Electives	3 credits	2 credits (if student earns 5 credits in vocational or career education courses, electives are not required)
	Minimum grade in each course to earn credit toward graduation	Weighted or unweighted grade that earns at least 3.0 grade points (e.g., unweighted "B") (Refer to Student Grading Scale for Grades 6-12 Fact Sheet.)	Weighted or unweighted grade that earns at least 2.0 grade points (e.g., unweighted "C") (Refer to Student Grading Scale for Grades 6-12 Fact Sheet.)
4. Are students selecting an 18-credit graduation option required to take advanced courses?	<p>For students selecting the college preparatory program, at least 6 credits of the required 18 credits (Refer to Question 3) must be taken in International Baccalaureate (IB), Advanced Placement (AP), dual enrollment, or Advanced International Certificate of Education (AICE) courses or in other courses identified as rigorous by the Department of Education.</p> <p>A student selecting the career preparatory program is not required to take these advanced courses.</p>		
5. Are students who select an 18-credit high school graduation option eligible for a Bright Futures Scholarship?	<p>Yes. A student earning a standard high school diploma through either the accelerated 18-credit graduation options or the traditional 24-credit graduation option may qualify for a scholarship under the Florida Bright Futures Scholarship Program if the student meets the program's eligibility requirements. However, the eligibility requirements for a Bright Futures Scholarship do include specific credit and course-level requirements that may exceed the minimum requirements for high school graduation (Refer to Question 3). (Refer to Bright Futures Scholarship Program Fact Sheet.)</p>		
6. What is the difference between the 18-credit high school graduation options and acceleration	<p>The accelerated 18-credit graduation options allow a student to earn a high school diploma in less time than the traditional 24-credit graduation option. Acceleration mechanisms allow a student to simultaneously earn high school and postsecondary credit. For example, dual enrollment, early admission, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and the College Level Examination Program (CLEP) are acceleration mechanisms that may allow a student to simultaneously earn high school and postsecondary credit</p>		

Accelerated 18-Credit High School Graduation Options

mechanisms?	for the same course. A student selecting an 18-credit graduation option may also participate in these acceleration mechanisms.
7. What are the applicable statutes?	<p>Section 1003.429, F.S. – Accelerated High School Graduation Options.</p> <p>Section 1007.27, F.S. – Articulated Acceleration Mechanisms.</p> <p>Section 1008.22(3)(c)5. and (9), F.S. – Student Assessment Program for Public Schools (Florida Comprehensive Assessment Test; Graduation Requirement; Concordant Scores).</p> <p>Section 1009.531, F.S. – Florida Bright Futures Scholarship Program; Student Eligibility Requirements for Initial Rewards.</p> <p>Section 1009.534(1)(a), F.S. – Florida Academic Scholars Award.</p> <p>Section 1009.535(1)(a), F.S. – Florida Medallion Scholars Award.</p> <p>Section 1009.536(1)(c), F.S. – Florida Gold Seal Vocational Scholars Awards.</p> <p>Section 24, chapter 2006-74, L.O.F. – Accelerated High School Graduation Options.</p>
8. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida Academic Counseling and Tracking for Students (FACTS) www.facts.org</p> <p>Office of Student Financial Assistance www.floridastudentfinancialaid.org/SSFAD/bf/acadrequire.htm</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Traditional 24-Credit High School
Graduation Option

Fact Sheet

January 2008

<p>1. What is the 24-credit graduation option?</p>	<p>A student who selects the traditional 24-credit graduation option must complete the International Baccalaureate (IB) curriculum, complete an Advanced International Certificate of Education (AICE) curriculum, or earn 24 credits in high school courses (Refer to Question 2). The traditional graduation option generally allows a student to graduate from high school in 4 years.</p> <p>To graduate, a student must also earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests (Refer to High School Graduation Fact Sheet and Florida Comprehensive Assessment Test Fact Sheet).</p> <p>For additional information on high school graduation requirements, see the High School Graduation Fact Sheet and the Accelerated 18-Credit High School Graduation Options Fact Sheet.</p>																															
<p>2. What are the requirements for the 24-credit graduation option?</p>	<p>In 2006 and 2007, the Legislature revised the requirements for the 24-credit graduation option, effective with students entering 9th grade in or after the 2007-2008 school year. The following table compares the revised and former graduation requirements:</p> <table border="1" data-bbox="561 1184 1464 1892"> <thead> <tr> <th></th> <th>Students in High School Before the 2007-2008 School Year</th> <th>Students Entering 9th Grade in or after the 2007-2008 School Year</th> </tr> </thead> <tbody> <tr> <td>Required credits</td> <td>24 credits</td> <td>24 credits</td> </tr> <tr> <td>Required grade point average</td> <td>2.0</td> <td>2.0</td> </tr> <tr> <td>English</td> <td>4 credits (with major concentration in composition and literature)</td> <td>4 credits (with major concentration in composition, <i>reading for information</i>, and literature)</td> </tr> <tr> <td>Mathematics</td> <td>3 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)</td> <td>4 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)</td> </tr> <tr> <td>Science</td> <td>3 credits (2 credits must have a laboratory component)</td> <td>3 credits (2 credits must have a laboratory component)</td> </tr> <tr> <td>American History</td> <td>1 credit</td> <td rowspan="3">3 credits in Social Studies (1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government)</td> </tr> <tr> <td>World History</td> <td>1 credit</td> </tr> <tr> <td>Economics</td> <td>½ credit</td> </tr> <tr> <td>American Government</td> <td>½ credit (including Florida Government)</td> <td></td> </tr> <tr> <td>Practical Arts Career Education/ Exploratory Career Education / Performing Fine Arts credits</td> <td>1 credit (three options): <ul style="list-style-type: none"> • 1 credit in Practical Arts Career Education or Exploratory Career Education; • 1 credit in Performing </td> <td>1 credit in Fine or Performing Arts (may include speech and debate) Alternative options to</td> </tr> </tbody> </table>		Students in High School Before the 2007-2008 School Year	Students Entering 9th Grade in or after the 2007-2008 School Year	Required credits	24 credits	24 credits	Required grade point average	2.0	2.0	English	4 credits (with major concentration in composition and literature)	4 credits (with major concentration in composition, <i>reading for information</i> , and literature)	Mathematics	3 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)	4 credits (1 credit in Algebra I, the equivalent, or a higher-level mathematics course)	Science	3 credits (2 credits must have a laboratory component)	3 credits (2 credits must have a laboratory component)	American History	1 credit	3 credits in Social Studies (1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government)	World History	1 credit	Economics	½ credit	American Government	½ credit (including Florida Government)		Practical Arts Career Education/ Exploratory Career Education / Performing Fine Arts credits	1 credit (three options): <ul style="list-style-type: none"> • 1 credit in Practical Arts Career Education or Exploratory Career Education; • 1 credit in Performing 	1 credit in Fine or Performing Arts (may include speech and debate) Alternative options to
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Traditional 24-Credit High School Graduation Option

		<p>Fine Arts (music, dance, drama, painting, sculpture, or speech and debate); or</p> <ul style="list-style-type: none"> • ½ credit in Practical Arts Career Education or Exploratory Career Education and ½ credit in Performing Fine Arts 	<p>satisfy requirement:</p> <ul style="list-style-type: none"> • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit* (may duplicate credit for physical education); or • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for physical education)
	Life Management Skills	½ credit	None
	Physical Education	<p>1 credit (including assessment, improvement, and maintenance of personal fitness)</p> <p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Participation in an interscholastic sport at the junior varsity or varsity level for 2 full seasons and passage (with grade "C" or better) of personal fitness competency test satisfies 1 credit; or • One semester with grade "C" or better in marching band class or Reserve Officer Training Corp (ROTC) class satisfies ½ credit (does not satisfy personal fitness requirement) <p>(Refer to Physical Education Fact Sheet.)</p>	<p>1 credit (including integration of health)</p> <p><i>Alternative options to satisfy requirement:</i></p> <ul style="list-style-type: none"> • Participation in an interscholastic sport at the junior varsity or varsity level for 2 full seasons and passage (with grade "C" or better) of personal fitness competency test satisfies 1 credit; • One semester with grade "C" or better in marching band class or dance class satisfies ½ credit (may not duplicate credit for fine or performing arts and does not satisfy personal fitness requirement); or • Completing 2 years in Reserve Officer Training Corps (ROTC) class satisfies 1 credit* (does not satisfy personal fitness requirement). <p>(Refer to Physical Education Fact Sheet.)</p>
	Electives	8½ credits in Electives	<p>8 credits in Majors, Minors, or Electives:</p> <ul style="list-style-type: none"> • 4 credits in the student's Major Area of Interest; and • 4 credits in Elective Courses (second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses).
<p>* Completing 2 years in a Reserve Officer Training Corps (ROTC) class simultaneously satisfies 1 credit in fine or performing arts and 1 credit in physical education electives (total of 2 credits).</p>			
3. What is a major	A major area of interest consists of 4 credits in sequential courses in		

Traditional 24-Credit High School Graduation Option

<p>area of interest?</p>	<p>an academic content area, career and technical area, or fine and performing arts. A student selects a major area of interest as part of his or her personalized academic and career plan developed in 7th or 8th grade. A student may annually change his or her major area of interest at registration. To be selected, a major area of interest must be offered at the student’s high school.</p> <p>Each major area of interest offered by a high school must be submitted by the school district for approval by the Commissioner of Education. Once approved, a major area of interest may be offered by any school district.</p> <p>A student may also select a minor area of interest. A minor area of interest differs from a major area of interest in that it consists of 3 credits.</p>
<p>4. Are students who select the 24-credit high school graduation option eligible for a Bright Futures Scholarship?</p>	<p>Yes. A student earning a standard high school diploma through either the traditional 24-credit graduation option or the accelerated 18-credit graduation options may qualify for a scholarship under the Florida Bright Futures Scholarship Program if the student meets the program’s eligibility requirements. However, the eligibility requirements for a Bright Futures Scholarship do include specific credit and course-level requirements that may exceed the minimum requirements for graduation (Refer to Question 2). (Refer to Bright Futures Scholarship Program Fact Sheet.)</p>
<p>5. What are the applicable statutes?</p>	<p>Section 1003.4156(1)(a), F.S. – General Requirements for Middle Grades Promotion (Electronic Personal Education Plan). Section 1003.428, F.S. – General Requirements for High School Graduation; Revised. Section 1003.43, F.S. – General Requirements for High School Graduation. Section 1008.22(3)(c)5. and (9), F.S. – Student Assessment Program for Public Schools (Florida Comprehensive Assessment Test; Graduation Requirement; Concordant Scores). Section 1009.531, F.S. – Florida Bright Futures Scholarship Program; Student Eligibility Requirements for Initial Rewards. Section 1009.534(1)(a), F.S. – Florida Academic Scholars Award. Section 1009.535(1)(a), F.S. – Florida Medallion Scholars Award. Section 1009.536(1)(c), F.S. – Florida Gold Seal Vocational Scholars Awards.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida Academic Counseling and Tracking for Students (FACTS) www.facts.org</p>

Traditional 24-Credit High School Graduation Option

	Florida House of Representatives Schools & Learning Council (850) 488-7451
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<p>1. What is the Florida Career and Professional Education Act?</p>	<p>The Florida Career and Professional Education Act (Chapter 2007-216, L.O.F.) created by the 2007 Legislature provides a statewide planning partnership between business and education communities.</p> <p>The Act ensures Career and Technical Education programs are academically rigorous and relevant to the workplace, and it provides a statutory bond between Career and Technical Education and the Workforce Development System.</p> <p>The Act is designed to:</p> <ul style="list-style-type: none">• Increase student academic achievement.• Prepare students to make appropriate education and employment choices.• Focus on career preparation.• Raise student aspiration and commitment to academic achievement and work ethics.• Support graduation requirements.• Promote acceleration mechanisms.• Support Florida's economy by meeting industry needs for skilled employees in high demand jobs.
<p>2. What is a Career and Professional Academy?</p>	<p>Career and Professional Academies (academies) are public high school academies that offer a rigorous and relevant curriculum that leads to industry-recognized certification in high demand occupations, a standard high school diploma, and opportunities for high school students to simultaneously earn college credit.</p>
<p>3. What must each Career and Professional Academy include?</p>	<p>Each academy must include the following:</p> <ul style="list-style-type: none">• A rigorous, standards-based academic curriculum integrated with a career curriculum that leads to industry certification, a standard high school diploma, and college credit as appropriate.• Instruction in a career designated as high-growth, high-demand, and high-pay by the local or regional workforce board.• One or more partnerships between the local school district, postsecondary institutions approved to operate in Florida, and local workforce boards.• Maximum articulation of credits based on articulation agreements between the academy and postsecondary institutions approved to operate in Florida.

	<ul style="list-style-type: none"> • Instruction from highly skilled, industry-certified professionals. • Internships, externships, and on-the-job training. • Maximum use of private-sector facilities and personnel. • Personalized academic advisement and support for middle grades career exploration. • Attainment, at minimum, of the Gold Seal Scholars award. • An evaluation plan developed jointly with the Department of Education (DOE) and the local workforce board.
<p>4. Who must develop strategic 5-year plans? What must the plans include?</p>	<p>School districts must develop strategic 5-year plans that address the needs of local and regional workforce. School districts are required to work collaboratively with local workforce boards and the postsecondary community in the development and implementation of academies.</p> <p>These plans must address provisions for efficient transportation, maximum use of shared resources, and access to courses through the Florida Virtual School when appropriate.</p> <p>Each district must have at least one operational academy established no later than the beginning of the 2008-09 school year. However, two or more school districts may collaborate in developing and offering academies, as long as the strategic plan is approved by the Agency for Workforce Innovation (AWI) and certain requirements are met.</p>
<p>5. Who is responsible for reviewing newly proposed core school subjects?</p>	<p>The State Board of Education (SBE) is responsible for establishing a process for the continuous review of newly proposed rigorous and relevant core high school courses. An appointed curriculum committee comprised of subject area, business, and postsecondary experts will conduct the review.</p>
<p>6. What is the course approval and appeals process?</p>	<p>Decisions regarding course eligibility must be made within 60 days. Approved courses will be included in the Course Code Directory and will also be considered for possible dual enrollment and postsecondary credit.</p> <p>The SBE is required to establish an appeals process for proposed courses that are denied which shall require a consensus ruling by AWI and the Commissioner of Education within 15 days.</p>
<p>7. How will the Agency for Workforce Innovation define industry certification?</p>	<p>AWI is required to identify appropriate industry certification based on the highest national standards available. Local workforce boards and academies may request additions to the list of industry certifications as long as the requests are based upon high-demand labor needs of the regional workforce economy. AWI will publish annually an updated</p>

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	list of industry certifications to be used within the career academies.
8. Do all offered courses have to lead to industry certification?	All courses offered in an academy must lead to industry certification or college credit linked directly to the career theme or course.
9. What are the Department of Education's responsibilities relating to data collection?	<p>The DOE is required to work with Workforce Florida and Enterprise Florida in the collection and analysis of academic achievement and performance data of academy students.</p> <p>The analysis must include an evaluation plan and self-assessment tool to determine outcomes such as graduation rates, retention rates, achievement of industry certification, postsecondary enrollment, satisfaction of business and industry, employment rates, earnings figures, and awards of scholarships and postsecondary credit.</p>
10. Who can offer Career and Professional Academies technical assistance?	The Okaloosa School District CHOICE Institutes are required to serve in an advisory role and offer technical assistance to newly created academies for a 3-year period.
11. How are Career and Professional Academies funded?	<p>Public school districts that offer industry-certified academies will receive an additional bonus weight of 0.3 FTE in the Florida Education Finance Program (FEFP) for students who successfully complete the academy and receive industry certification.</p> <p>Funding is subject to the General Appropriations Act (GAA) in the year following official reports on the students who received industry certification. The total amount of funds required will depend on the number of districts who offer academies and the number of students who successfully complete the program and receive industry certification.</p> <p>The additional bonus weight FTE will be added to the FEFP funding formula beginning in FY 2008-2009.</p> <p>However, the 2007 Legislature in SB 1232 (Ch. 2007-215, L.O.F.) caps the allocation for the FTE bonus to \$30 million annually, unless otherwise specified in the GAA.</p>
12. How do these new Career and Professional Academies requirements impact the way districts currently operate career education?	<p>Districts may continue to operate current career education programs. However, they will need to adopt a program or programs that meet these new requirements if they wish to receive the .03 weighted funding for each student that participates in the program.</p> <p>Locally developed certifications may continue to be used locally and district programs may work through workforce boards and AWI to get those certifications approved for the Career and Professional Academies program. Vendor certifications and state licensures may be approved by AWI for purposes of the industry certification required by the</p>

Career Education

	Career and Professional Academies Program as well.
13. What are the applicable statutes and laws?	Section 1003.491, F.S. – Florida Career and Professional Education Act. Section 1003.492, F.S. -- Industry-certified career education programs. Section 1003.493, F.S. -- Career and Professional Academies. Section 1011.62(1)(p), F.S. – Funds for operation of schools. Ch. 2007-215, L.O.F.
14. Where can I get additional information?	Florida Department of Education Division of Workforce Education (850) 245-9029 Florida House of Representatives Schools & Learning Council (850) 488-7451



<p>1. What duties do school districts have for physical education?</p>	<p>Each school district must develop a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Each district is required to adopt and annually review a written physical education policy that details the district’s physical education program and expected program outcomes. The Department of Education (DOE) must publish each district’s policy on DOE’s Internet website.</p> <p>Each district must provide 150 minutes of physical education every week for students in kindergarten through 5th grade. “Physical education” means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina – including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.</p> <p>A district’s physical education program and curricula must be reviewed by a certified physical education instructor. However, the required 150 minutes of physical education each week for students in kindergarten through 5th grade may be provided by instructional personnel, regardless of certification, who are designated by the school principal. These instructional personnel include classroom teachers; student personnel services (e.g., guidance counselors, social workers, career specialists, and school psychologists); librarians and media specialists; other instructional staff (e.g., learning resource specialists); and education paraprofessionals.</p> <p>Each district must encourage students in prekindergarten through 12th grade to participate in physical education that consists of physical activities of at least a moderate intensity for durations sufficient to provide a significant health benefit to students. A district is specifically encouraged to provide 225 minutes of physical education each week for students in grades 6 through 8.</p> <p>Each school district must provide all courses required for middle grades promotion and high school graduation. In addition, physical education instruction must be aligned to the Sunshine State Standards.</p>
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	<p>A school district also has authority to adopt policies for participation in physical education programs, including appropriate physical education attire and protective gear.</p>
<p>2. What are the high school graduation requirements for physical education?</p>	<p>A student selecting the traditional 24-credit graduation option must earn one credit in physical education for high school graduation. For students entering 9th grade in or after the 2007-2008 school year, credit for physical education must include the integration of health education. For students who entered high school before the 2007-2008 school year, credit for physical education must include the assessment, improvement, and maintenance of personal fitness. A student selecting one of the accelerated 18-credit graduation options is not required to earn physical education credit (Refer to High School Graduation Fact Sheet).</p> <p>To satisfy the one-credit requirement for students entering high school in or after the 2007-2008 school year, DOE established the following three course options:</p> <ul style="list-style-type: none"> • Option 1: One-half-credit course in personal fitness and one-half-credit course in a physical education elective; • Option 2: One-credit Health Opportunities through Physical Education (HOPE) Core course; or • Option 3: One-credit HOPE Physical Education Variation course. <p>A school district may not require a student to earn the credit in 9th grade.</p> <p>Students who entered high school before the 2007-2008 school year must take a one-half-credit course in personal fitness and one-half-credit course in a physical education elective. In addition, these students must take a one-half-credit course in life management skills, which includes nutrition and other health education. A school district may not require a student to earn the credit in 9th grade.</p>
<p>3. What alternative options are available for satisfying the physical education credit requirements?</p>	<p>A student entering high school in or after the 2007-2008 school year may satisfy the physical education credit requirements (Refer to Question 2) through any of the following alternative options:</p> <ul style="list-style-type: none"> • For a student choosing Option 1 (one-half-credit course in personal fitness and one-half-credit course in a physical education elective): <ul style="list-style-type: none"> ○ Participation in an interscholastic sport at the varsity or junior varsity level for two full seasons, and passage of

	<p>DOE's personal fitness competency test with a "C" or better, satisfies both the one-half credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education;</p> <ul style="list-style-type: none">○ Completion of one semester in a marching band class, or a dance class, with a "C" or better satisfies one-half credit in a physical education elective. However, the student must take one-half-credit in personal fitness to complete the required one credit in physical education.○ Completion of 2 years in a Reserve Officer Training Corps (ROTC) class that includes drills as a significant component satisfies one credit of physical education electives. However, the student must take one-half credit in personal fitness to complete the required one credit in physical education. <ul style="list-style-type: none">● For a student choosing Option 2 (one-credit HOPE Core course) or Option 3 (one-credit HOPE Physical Education Variation course):<ul style="list-style-type: none">○ Participation in an interscholastic sport at the varsity or junior varsity level for two full seasons, and passage of DOE's personal fitness competency test with a "C" or better, satisfies both the one-half credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education; or○ Completion of 2 years in a Reserve Officer Training Corps (ROTC) class, with drills as a significant component, satisfies both the one-half credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education. <p>A student who entered high school before the 2007-2008 school year may satisfy the physical education credit requirements through the following alternative options:</p> <ul style="list-style-type: none">● Participation in an interscholastic sport at the varsity or junior varsity level for two full seasons, and passage of DOE's personal fitness competency test with a "C" or better, satisfies both the one-half-credit in personal fitness and one-half credit in a physical education elective, totaling one credit in physical education; or● Completion of one semester in marching band with a "C" or better, or 1 year in a ROTC class, with drills as a significant component, satisfies one-half credit in a physical education elective. However, the student must take one-half credit in personal fitness to complete the required one credit in physical education.
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Physical Education

4. What are the applicable statutes and rules?	Section 1001.11(7), F.S. – Commissioner of Education; Other Duties. Section 1001.43(3)(d), F.S. – Supplemental Powers and Duties of District School Board. Section 1003.01(16), F.S. – Definitions (“Physical Education”). Section 1003.42(1), F.S. – Required Instruction. Section 1003.428(2)(a)6., F.S. – General Requirements for High School Graduation; Revised. Section 1003.429, F.S. – Accelerated High School Graduation Options. Section 1003.43(1)(i) and (j), F.S. – General Requirements for High School Graduation. Section 1003.453(1) and (2), F.S. – School Wellness and Physical Education Policies; Nutrition Guidelines. Section 1003.455, F.S. – Physical Education; Assessment.
5. Where can I get additional information?	Florida Department of Education Bureau of Instruction and Innovation Coordinated School Health Program (850) 245-0480 www.fldoe.org/bii/CSHP/ Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council **Student Grading Scale for Grades 6-12**

Fact Sheet

January 2008

<p>1. Does Florida have a statewide student grading scale?</p>	<p>Yes. In 1987, the Legislature established a statewide student grading scale for public high schools. In 2006, the Legislature extended use of the student grading scale to public secondary schools (grades 6-12). Thus, the student grading scale generally applies to grade 6 students in elementary school, middle or junior high school students, and high school students. The current student grading scale is as follows:</p> <ul style="list-style-type: none">• Grade “A” equals 90-100%, has a grade point average value of 4, and is defined as “outstanding progress.”• Grade “B” equals 80-89%, has a grade point average value of 3, and is defined as “above average progress.”• Grade “C” equals 70-79%, has a grade point average value of 2, and is defined as “average progress.”• Grade “D” equals 60-69%, has a grade point average value of 1, and is defined as “lowest acceptable progress.”• Grade “F” equals 0-59%, has a grade point average value of zero, and is defined as “failure.”• Grade “I” equals 0%, has a grade point average value of zero, and is defined as “incomplete.”
<p>2. How was the current student grading scale established?</p>	<p>Before 2001, the statewide student grading scale did not provide the current point range of 10 percentage points for each letter grade. Instead, the former scale provided the following ranges: “A” (94-100%), “B” (85-93%), “C” (75-84%), “D” (65-74%), and “F” (0-64%). According to the Department of Education, the current 10-percentage-point range per letter grade, established by the Legislature in 2001, was more consistent with the grading scales used by colleges and universities and high schools in other states.</p>
<p>3. May different weights be assigned to grades?</p>	<p>Yes. Since 1995, school districts may use a weighted grading system for purpose of class ranking. Since 1998, school districts must assign the same weights to grades in college-level dual enrollment courses as honors and Advanced Placement (AP) courses. In 2006, the Legislature specified that weighted grading systems must give the same weight to dual enrollment courses as AP, International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses.</p> <p>In 1997, the Legislature authorized the Department of</p>

	<p>Education to assign weights to certain courses when evaluating high school transcripts for initial eligibility for the Florida Bright Futures Scholarship Program. The department assigned an additional weight of 0.5 to AP, Pre-IB, IB, honors, Pre-AICE, AICE, and dual enrollment courses. In addition, university system-approved courses listed as “Level 3” in the Course Code Directory in mathematics, language arts, science, and social studies are also given the additional weight of 0.5. According to the department, the assignment of additional weight is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures scholarships.</p>
<p>4. What are the applicable statutes and rules?</p>	<p>Section 1001.43(8), F.S. – Student Assessment and Affairs. Section 1003.437, F.S. – High School Grading System. Section 1007.271, F.S. – Dual Enrollment Programs. Section 1009.531, F.S. – Florida Bright Futures Scholarship Program; Student Eligibility Requirements for Initial Awards.</p> <p>Section 5, chapter 87-329, L.O.F. – High School Grading System. Section 2, chapter 95-173, L.O.F. – High School Grading System. Section 1, chapter 97-379, L.O.F. – Florida Bright Futures Scholarship Program; Student Eligibility Requirements for Initial Awards. Section 5, chapter 98-421, L.O.F. – Joint Dual Enrollment and Advanced Placement Instruction. Section 1, chapter 2001-237, L.O.F. – High School Grading System. Sections 25 and 39, chapter 2006-74, L.O.F. – Middle and High School Grading System; Dual Enrollment Programs.</p>
<p>5. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.bsi.fsu.edu</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Articulated Acceleration
Mechanisms

Fact
Sheet

January 2008

<p>1. What are articulated acceleration mechanisms?</p>	<p>Florida law requires a variety of articulated acceleration mechanisms to be made available to secondary and postsecondary students attending public educational institutions. Acceleration mechanisms serve to shorten the time necessary for a student to complete the requirements for a high school diploma and a postsecondary degree. Such options allow Florida schools to increase the depth of study in a particular subject and expand available curricular options. Some articulated acceleration mechanisms are available to both career and postsecondary preparation students.</p> <p>Dual enrollment, early admission, Advanced Placement (AP), credit by examination, the International Baccalaureate Program (IB), the Advanced International Certificate of Education Program (AICE), and credit earned through the Florida Virtual School are the articulated acceleration mechanisms specifically provided for in statute. In addition, career and professional academies must promote acceleration mechanisms, such as dual enrollment, articulated credit, or occupational completion points, so that career education students can earn postsecondary credit while in high school.</p> <p>Likewise, Florida's high school graduation requirements provide students with various ways to earn a standard high school diploma:</p> <ul style="list-style-type: none">• The four-year standard 24 credit graduation option;• The three-year accelerated 18-credit college preparatory graduation option; and• The three-year accelerated 18-credit career preparatory graduation option;• An IB curriculum; or• An AICE curriculum. <p>(Refer to the General High School Graduation and Accelerated 18-Credit High School Graduation Options Fact Sheets.)</p>
<p>2. Who can participate?</p>	<p>Public and private school students are eligible to participate in all articulated acceleration mechanism programs. Home education students may also participate in dual enrollment, early admission, and credit by examination. Postsecondary students may participate in the credit by examination program.</p>

Articulated Acceleration Mechanisms

	<p>Acceleration mechanisms for elementary and middle school students are not specifically addressed by Florida Statute. Many school districts have adopted policies addressing mechanisms such as grade and subject matter acceleration pursuant to their statutory authority to adopt rules to admit, classify, promote, and graduate students.</p>
<p>3. What is the Articulation Coordinating Committee?</p>	<p>The Articulation Coordinating Committee (ACC) is comprised of representatives from the Department of Education, the state university system, the community college system, public workforce education, public and nonpublic schools, and students. The ACC is appointed by the Commissioner of Education. Policies and recommendations proposed by the ACC must be approved by the State Board of Education (SBE).</p> <p>The ACC exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next. It acts as the statewide advisory committee in matters concerning student articulation. The ACC develops guidelines for inter-institutional agreements between public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities. It oversees policies requiring a standardized format for student transcripts. In addition, the ACC reviews issues and statewide data regarding articulation and makes policy recommendations for resolving issues and improving articulation system-wide.</p> <p>The ACC establishes cut scores for articulated acceleration mechanism examinations, recommended course equivalencies for accelerated articulation mechanism courses and programs, and policies governing the transfer of examination scores and course credits.</p>
<p>4. What is early admission?</p>	<p>Early admission is a form of dual enrollment that enables a student who is working towards a high school diploma to enroll full-time in postsecondary courses that are creditable toward both a high school diploma and a postsecondary degree (Refer to the Dual Enrollment Fact Sheet).</p> <p>Career early admission is a form of dual enrollment that enables a high school student to enroll full-time at a career center or community college in courses that are creditable toward a high school diploma and a certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of six semesters of full-time high school enrollment.</p>

Articulated Acceleration Mechanisms

<p>5. What is the Advanced Placement Program?</p>	<p>The AP Program is a system of advanced academic courses administered by the College Board. The AP program consists of over 30 college-level courses and exams in subjects ranging from art to statistics. Students earning a "qualifying" grade on an AP exam can earn college credit or advanced placement for their efforts. More than 2,900 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on AP exams, and approximately 1,400 institutions grant sophomore standing to students who have demonstrated their competence in three or more of these exams.</p> <p>In Florida, enrollment in AP and participation in AP examinations must be provided free of charge to public school students. To receive college credit for the course at a public postsecondary institution, students must score a minimum of three on a five-point scale on the corresponding AP examination. Postsecondary course equivalencies are determined by the ACC and approved by the SBE.</p>
<p>6. What is credit by examination?</p>	<p>Credit by examination enables secondary and postsecondary students to obtain postsecondary credit by receiving a specified minimum score on nationally standardized general or subject-area examinations. Students may receive credit by examination based on AP, AICE, College-Level Examination Program (CLEP), and IB examinations. The ACC provides the recommended passing scores and equivalencies for each examination. Similarly, community colleges and universities may also develop their own examinations and award credit based on student performance.</p>
<p>7. What is the International Baccalaureate Program?</p>	<p>The IB Program is an acceleration mechanism conducted by the International Baccalaureate Organization (IBO). The IBO is a non-profit educational foundation based in Geneva, Switzerland. Founded in 1968, it was originally created to provide an education to the children of diplomats and other foreign nationals residing abroad that was universally recognized by universities worldwide. The IB program is currently offered in 1,901 schools in 124 countries to develop and offer challenging programs to over 488,000 students aged three to 19 years. Forty-six Florida high schools, 16 middle schools, and 10 elementary schools offer the IB program. Eight thousand nine hundred and sixty Florida students are enrolled in IB programs.</p> <p>The IB program consists of a primary years program, a middle years program, and a diploma program. Though the subjects taught at each level vary, the IB curriculum centers upon several core themes that are intended to foster student self-knowledge, self-expression, critical thinking skills, and a</p>

Articulated Acceleration Mechanisms

	<p>global perspective of other people and cultures. The overall philosophy of the IB program embraces intercultural awareness, holistic learning, and communication.</p> <p>The ACC specifies the IB examination cutoff scores used to grant postsecondary credit at community colleges and universities. If a student achieves the required score on an IB exam, state universities and community colleges must award the minimum recommended credit for the course or course numbers. Up to 30 semester credit hours may be awarded. The specific courses for which students receive credit is determined by the Department of Education (DOE).</p>
<p>8. What is the Advanced International Certificate of Education Program?</p>	<p>The AICE program is administered by the University of Cambridge International Examinations (CIE), a subsidiary of the United Kingdom's University of Cambridge. Completion of the AICE curriculum requires that students complete six AICE courses and take the examinations for each. At least one course and examination must be from each of three subject areas: Mathematics & Sciences, Languages, and Arts & Humanities.</p> <p>There are two levels of study available to students-- Advanced (A) Level and Advanced Subsidiary (AS) Level. A-Level examinations require two years of study in a subject while AS-Level examinations cover the first year of the two-year A-Level syllabuses. Students are allowed to choose specific subjects and levels of study for each.</p> <p>In the AICE diploma qualification scheme, AS-Level examinations passed earn one credit and each A-Level examination passed earns two credits. In addition, students may complete a research project option worth one credit, which requires a student to write two 3000 word essays from two different subjects for which AS or A-Level examinations are taken. Students pursuing a full AICE Diploma must earn a total of six credits and include at least one subject examination from each of the three curriculum areas at either AS or A-Level.</p> <p>In 2001, the DOE oversaw a four-year AICE pilot program in three Florida school districts. Since 2001, AICE has been approved for use in any Florida school district looking for an inexpensive and flexible advanced academic program for grades 11 and 12. In order to offer these and other CIE assessments, schools must register with CIE as Examination Centers. Twelve hundred and eighty-five Florida students were enrolled in AICE programs during the 2006-2007 school year. Students in Florida's public secondary schools who are enrolled in AICE courses do not</p>

Articulated Acceleration Mechanisms

	<p>have to pay to take the exams.</p> <p>The ACC specifies the AICE examination cutoff scores used to grant postsecondary credit at community colleges and universities. If a student achieves the required score on an AICE examination, state universities and community colleges must award the minimum recommended credit for the course or course numbers. Up to 30 semester credit hours may be awarded. The community college or university that accepts the student for admission into the program must determine the specific course for which a student receives credit.</p>
<p>9. What are the advantages for students who participate in certain articulated acceleration programs?</p>	<p>High school students enrolled in dual enrollment courses or participating in early admission programs are not required to pay registration, tuition, or lab fees. In addition, instructional materials assigned for use within dual enrollment courses must be made available to public school students free of charge. A community college may provide instructional materials at no cost to home education students or students from private schools participating in dual enrollment courses.</p> <p>Public school students are also exempt from the payment of any fees for the administration of an AP, AICE, the International General Certificate of Secondary Education (pre-AICE), or IB examination whether or not the student achieves a passing score on the examination.</p> <p>Any student who earns nine or more credits from one or more acceleration mechanisms is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.</p> <p>Participation in postsecondary acceleration mechanisms can represent a considerable cost savings to the student and family.</p>
<p>10. Are financial incentives provided to school districts and teachers for offering acceleration mechanisms?</p>	<p>School districts that offer AP, IB, and AICE programs, as well as the teachers that provide the instruction in these programs, may be eligible for financial bonuses.</p> <p>AP district bonus: School districts are eligible for additional Florida Education Finance Program (FEFP) funding based on the examination scores of AP students. School districts receive an additional 0.24 Full-Time-Equivalent (FTE) student membership for each student in each AP course who receives a score of “three” or higher on the AP examination for the prior year. This amount is added to the subsequent fiscal year’s total FTE student membership in basic programs for grades 9 through 12. Each district must allocate at least 80 percent of these funds</p>

Articulated Acceleration Mechanisms

to the high school that generates the additional funds.

AP teacher bonus: School districts must award AP teachers a \$50 bonus for each student they instruct who receives a score of “3” or higher on the AP examination. AP teachers in “D” or “F” schools who have at least one student scoring “three” or higher on the AP examination receive a \$500 bonus. Bonuses awarded to AP teachers must not exceed \$2,000 in any given school year.

IB district bonus: School districts are eligible for additional FEFP funding based on the examination scores of IB students. School districts receive an additional 0.24 FTE student membership for each student enrolled in an IB course who receives a score of “four” or higher on the subject examination. In addition, school districts may receive a value of 0.3 FTE per IB student who receives an IB diploma. These values are added to the total FTE basic program membership for students in grades 9 through 12 for the subsequent fiscal year.

IB teacher bonus: School districts must distribute a \$50 bonus to IB teachers for each IB student taught by the teacher who receives a score of “four” or higher on the IB examination. IB teachers in “D” or “F” schools who have at least one student scoring “four” or higher on the international baccalaureate examination are eligible for an additional bonus of \$500. Bonuses awarded to IB teachers must not exceed \$2,000 in any given school year.

AICE district bonus: School districts are eligible for additional FEFP funding based on student AICE examination scores. School districts may receive an additional value of 0.24 FTE student membership for each student enrolled in a full-credit AICE course who receives a score of “E” or higher on the subject examination. Likewise, school districts may receive a value of 0.12 FTE for each student enrolled in a half-credit AICE course who receives a score of “E” or higher on the subject examination. In addition, school districts may receive a value of 0.3 FTE for each student who receives an AICE diploma. These additional values are added to the district’s total FTE student membership for basic programs for grades 9 through 12 for the subsequent fiscal year.

AICE teacher bonus: School districts must also award bonuses to certain AICE teachers. AICE teachers are awarded a \$50 bonus for each one of their students who receives a score of “E” or higher on a full-credit AICE course examination. Likewise, AICE teachers are awarded

Articulated Acceleration Mechanisms

	<p>a \$25 bonus for each one of their students who receives a score of “E” or higher on a half-credit AICE course examination. AICE teachers in “D” or “F” schools who have at least one student scoring “E” or higher on a full-credit AICE examination may receive an additional bonus of \$500 and those who have at least one student scoring “E” or higher on a half-credit AICE examination may receive a bonus of \$250. Bonuses awarded to AICE teachers must not exceed \$2,000 in any given school year.</p>
<p>11. What are the applicable statutes and rules?</p>	<p>Section 1003.429, F.S. – Accelerated high school graduation options. Section 1003.43, F.S. – General requirements for high school graduation. Section 1003.428, F.S. – General requirements for high school graduation, revised. Section 1007.23, F.S. – Statewide articulation agreement. Section 1007.235, F.S. – District interinstitutional articulation agreements. Section 1007.27, F.S. – Articulated acceleration mechanisms. Section 1007.271, F.S. – Dual enrollment programs. Section 1007.272, F.S. – Joint dual enrollment and advanced placement instruction. Section 1011.62(1)(l)(m) and (n), F.S. – IB, AICE, and AP bonuses.</p> <p>Rule 6A-10.024(8), F.A.C. -- Articulation between universities, community colleges, and school districts. Rule 6A-10.0315, F.A.C. -- College preparatory testing, placement, and instruction.</p>
<p>12. Where can I get additional information?</p>	<p>Office of Articulation Florida Department of Education (850) 245-0427</p> <p>FACTS.org http://www.facts.org Documents that may be found under the “Advising Manuals” tab:</p> <ul style="list-style-type: none"> • Course Code Directory. • Information on Advanced Placement Programs. • Florida Counseling for Future Education Handbook. • ACC Credit-By-Exam Guidelines and Required Course Equivalencies. • Dual Enrollment Equivalency List. <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council Dual Enrollment

Fact Sheet

January 2008

<p>1. What is the dual enrollment program?</p>	<p>The dual enrollment program is a type of acceleration mechanism that allows an eligible high school or home education student to enroll in a postsecondary course creditable toward a career certificate or an associate or baccalaureate degree. Upon successful completion of a dual enrollment course, the student simultaneously receives high school and college credit. (Refer to Articulated Acceleration Mechanisms Fact Sheet.) Dual enrollment may serve to shorten the time and money necessary for a student to complete the requirements for a postsecondary degree. Eligible students are permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.</p>
<p>2. Who is eligible to enroll as a dual enrollment student in a postsecondary course?</p>	<p>An eligible secondary student is one who is enrolled in a Florida public secondary school or a Florida private secondary school that completes the annual private school survey, including fingerprinting requirements, and conducts a secondary curriculum that meets the statutory high school graduation requirements. Home education students who provide proof of enrollment in a home education program are also eligible to participate in dual enrollment.</p> <p>Students must demonstrate readiness for the coursework. The student must have a 3.0 GPA for enrollment in college-level courses and a 2.0 GPA for enrollment in career certificate courses. If enrolling in a college credit course, students must demonstrate adequate pre-collegiate preparation on basic computation and communication skills assessment through the common placement examination. Exceptions to the required grade point averages may be granted if the educational entities agree. Although community colleges may establish additional admissions criteria, the additional requirements must not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating.</p>
<p>3. How is the dual enrollment program coordinated between the secondary and postsecondary educational institutions?</p>	<p>Community colleges and school districts are required, and state universities are encouraged, to jointly develop and implement an articulated acceleration program and agreement. All community colleges and several state universities have these agreements. Additionally, an independent college or university which is located and chartered in Florida, is not-for-profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Commission of the</p>

	<p>Association of Independent Colleges and Schools, and confers degrees is eligible for inclusion in the dual enrollment program. The articulated acceleration agreement must be completed before registration for the fall term and must include:</p> <ul style="list-style-type: none"> • Available dual enrollment courses and programs. • High school credits earned for completion of dual enrollment courses. • Student eligibility criteria. • Responsibilities regarding student screening, monitoring, cost criteria, and provision of student transportation. • Process for converting college credit hours to high school credits.
<p>4. What level of credit is awarded for dual enrollment?</p>	<p>The Commissioner of Education (Commissioner) appoints faculty committees representing public school, community college, and university faculties to identify postsecondary courses that meet the high school graduation requirements. These committees also establish postsecondary and high school course credit equivalencies for each identified course. The credit equivalencies must be based on comparable course content and not on seat time traditionally allocated for such courses in high school.</p> <p>The Commissioner provides the committees' course and credit equivalency recommendations to the State Board of Education (SBE) for its consideration. The SBE issues an approved list of dual enrollment courses that meet high school graduation requirements and that specifies the level of credit that must be awarded once the course has successfully been completed. Other courses not on the list may also be offered for dual enrollment.</p> <p>Currently, dual enrollment four-credit (one semester) foreign language courses, as well as specific semester courses in the subject areas of mathematics and science, receive one full high school credit. For all other dual enrollment courses, six postsecondary semester credit hours equal one high school credit.</p> <p>Beginning with students entering grade nine in the 2006-07 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Previously, the statute required that dual enrollment courses receive the same weighting as honors and advanced placement courses when grade point averages are calculated.</p>

Dual Enrollment

	For purposes of calculating the grade point average for a Florida Bright Futures Scholarship, additional weights are added for dual enrollment as well as for Level 3 high school courses.
5. What are the provisions for career and technical dual enrollments?	Secondary students may use career dual enrollment as a curricular option to earn elective credits toward the high school diploma, while seeking a degree or certificate from a job-preparatory program. Although a career center or community college may provide a comprehensive academic and career dual enrollment program, it is not required to do so.
6. How does a secondary student find out about dual enrollment?	<p>Each district school board must inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students must be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation.</p> <p>A Department of Education developed statement must be included to inform students, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program.</p>
7. What is early admission?	Early admission is a form of dual enrollment for college-level or career coursework. Eligible secondary students enroll on a full-time basis in a postsecondary institution or a career center in courses that are creditable toward the high school diploma and the associate or baccalaureate degree or certificate. To participate, students must have completed six semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
8. What are the provisions for joint dual enrollment and advanced placement instruction?	Advanced placement instruction may be conducted within dual enrollment courses. Such courses must be incorporated within and subject to the provision of the district interinstitutional articulation agreement and must integrate the course structure recommended by the College Board and the structure that corresponds to the statewide course number. The student may choose to receive postsecondary credit for dual enrollment <i>or</i> advanced placement, but not both.
9. What is the cost to the student?	Students are not required to pay registration, tuition, or lab fees for dual enrollment courses taken at a public university or community college. Instructional materials must be provided to dual enrollment students from Florida public high schools free of charge. Private school and home education students are responsible for their instructional materials and transportation. A community college is not prohibited from providing instructional materials at no cost to a home education student or student from a private

	<p>school. The exemption from payment of fees does not apply to students dually enrolled in an eligible independent postsecondary institution.</p>
<p>10. How is dual enrollment funded?</p>	<p>A dually enrolled student may be included in the calculation of full-time equivalent (FTE) student membership for basic programs for grades 9 through 12 by a district school board. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Such a student may also be calculated as the proportional share of FTE enrollment he or she generates for the community college or university conducting the dual enrollment instruction. Each student enrolled in a joint dual enrollment and advanced placement course may be funded through the dual enrollment <i>or</i> advanced placement formula, but not both.</p>
<p>11. What are the applicable statutes?</p>	<p>Section 1003.428, F.S. – General requirements for high school graduation; revised. Section 1003.43(1), F.S. – Dual enrollment credits, general requirements for high school graduation. Section 1003.436(1)(a), F.S. – Definition of “credit”. Section 1007.22, F.S. – Articulation; postsecondary institution coordination and collaboration. Section 1007.235, F.S. – District interinstitutional articulation agreements. Sections 1007.24, F.S. – Statewide course numbering system. Section 1007.25, F.S. – General education courses, common prerequisites; and other degree requirements. Section 1007.27, F.S. – Articulated acceleration mechanisms. Section 1007.271, F.S. – Dual enrollment programs. Section 1007.272, F.S. – Joint dual enrollment and advanced placement instruction. Section 1008.30, F.S. – Common placement testing for public postsecondary education. Section 1008.345, F.S. – Implementation of state system of school improvement and education accountability. Section 1009.22, F.S. – Workforce education postsecondary student fees. Section 1009.25(2)(a), F.S. – Fee exemptions. Section 1009.531(3)(b), F.S. – Florida Bright Futures Scholarship eligibility determination. Section 1011.62(1)(i), F.S. – Funds for dual enrollment. Section 1011.68(1)(d), F.S. – Transportation funds for dual enrollment students. Section 1011.80(9), F.S. – Funding for dually enrolled students in workforce development.</p>
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education Office of Articulation</p>

Dual Enrollment

	<p>(850) 245-0427</p> <p>Florida Department of Education Division of Community Colleges and Workforce Education (850) 245-0407</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council
Florida Ready to Work Certificate Program

Fact Sheet

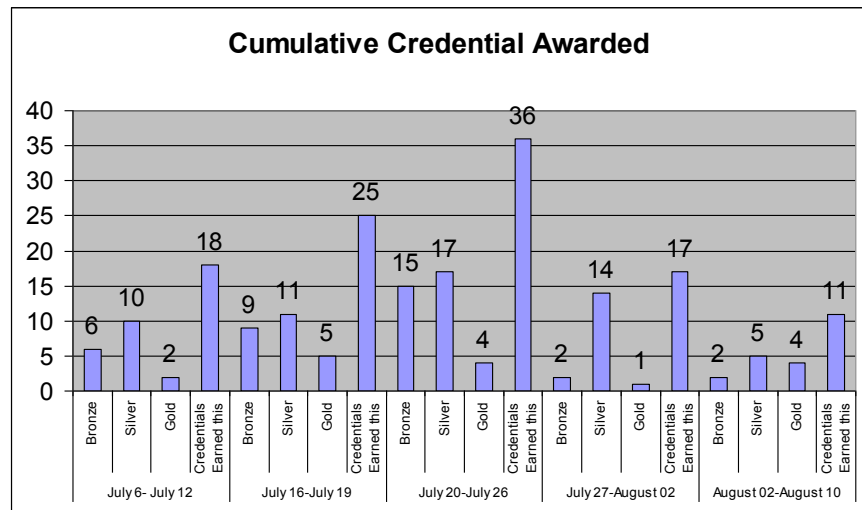
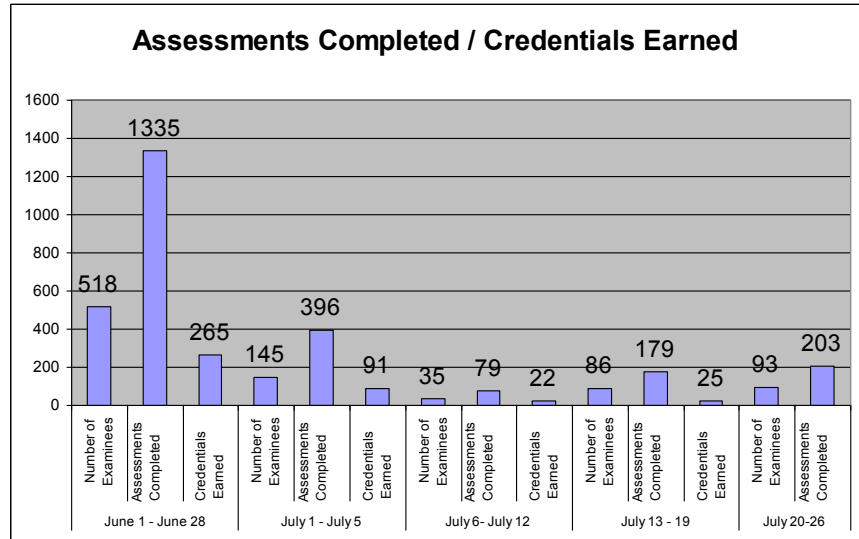
January 2008

<p>1. What is the Florida Ready to Work Certificate Program?</p>	<p>The 2006 Florida Legislature created the Florida Ready to Work Certificate Program (program) to enhance the workplace skills of Florida’s students to better prepare them for successful employment in specific occupations. A student who earns a Ready to Work Credential (credential) will be considered equipped with the skills to enter the workforce.</p> <p>The program is administered by the Florida Department of Education, Division of Workforce Education, in cooperation with Worldwide Interactive Network (WIN) and the nationally recognized ACT® WorkKeys program. WIN provides the online WIN for WorkKeys® pre-assessment and skills training courseware, career database, and other program support. ACT WorkKeys® provides the proctored assessment and career readiness certification.</p> <p>The Florida Association of District School Superintendents (FADSS) has partnered with the Florida Department of Education, Division of Workforce Education, to bring the program into Florida K-12 schools statewide.</p> <p>Business partners are currently being made aware of the program and are being encouraged to utilize this credential as part of their recruitment and hiring practices.</p>
<p>2. What is a Ready to Work Credential?</p>	<p>A credential is awarded to a student who successfully passes 3 WorkKeys assessments in Reading for Information, Applied Mathematics, and Locating Information.</p> <p>Each assessment is scored on a scale from 3 to 7. The higher the score, the greater the participant’s ability to perform more complex skills.</p> <p>The three levels of the credential are:</p> <ul style="list-style-type: none">• Bronze – minimum score of 3 or more on all assessments• Silver – minimum score of 4 or more on all assessments• Gold - minimum score of 5 or more on all assessments <p>Each assessment can be completed in less than 1 hour. The assessments are offered online but must be proctored and taken at a certified Florida Ready to Work testing center.</p> <p>Any Florida student or resident is eligible to earn the credential.</p>

Florida Ready to Work Certification Program

3. How many assessments have been completed? How many students have earned a credential?

As of August 2007, the total number of assessments completed is 3,901, the total number of examinees is 1,570, and the total number of credentials awarded is 785.

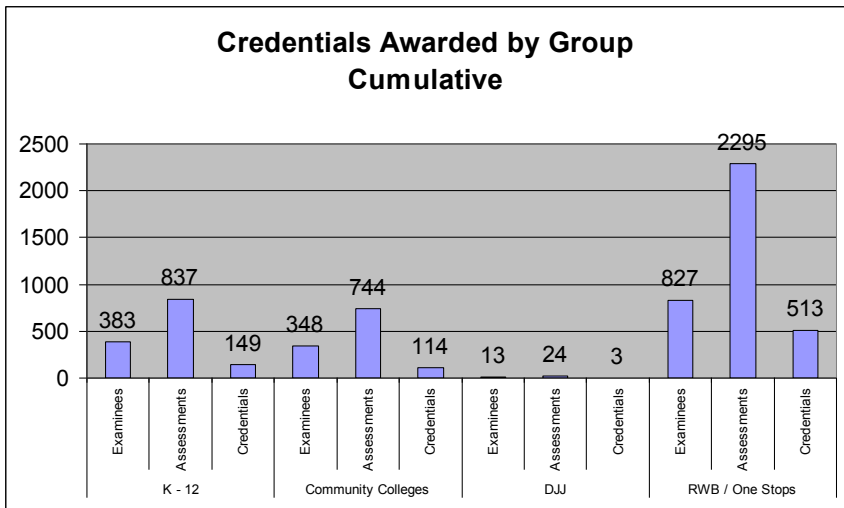


4. Where is the Ready to Work Credential Program offered?

As of August 2007, there are 229 assessment sites offered at the following sites:

- K-12 Public Middle and High Schools (126)
- Community Colleges (28)
- Universities (1)
- Adult Education Centers (8)
- Regional Workforce Board (RWB)/One-Stop Career Centers (30)
- Department of Juvenile Justice Programs (23)
- Employers (6)
- Other (7)

Florida Ready to Work Certification Program



5. What counties are participating in the Florida Ready to Work Certificate Program?

County Name	# of sites in each county	County Name	# of sites in each county
Alachua	2	Nassau	3
Baker	2	Okaloosa	7
Bay	5	Okeechobee	1
Brevard	2	Orange	3
Broward	9	Pasco-oth	3
Charlotte-djj	1	Palm Beach	7
Citrus	8	Pinellas	6
Clay	2	Polk	8
Collier-djj	1	Putnam-rwb	1
Columbia-cc	2	St. Johns	9
Dade	5	St. Lucie-djj	1
DeSoto	3	Santa Rosa-djj	2
Duval	20	Sarasota	10
Escambia	5	Seminole	12
Franklin-oth	1	Sumter-cc	1
Gilchrist	1	Suwannee	1
Gulf-rwb	1	Taylor	1
Hardee-djj	1	Union-djj	1
Hendry-Ad	1	Volusia	15
Hernando	1	Walton	2
Highlands	3	Districts - 53	144
Hillsborough	34		
Indian River	1		
Jackson	1		
Key West-cc	1	Not registered	
Lafayette	1	Dixie	
Lake	1	Gadsden	
Lee	5	Liberty	
Leon	4	Monroe	
Levy	1	Osceola	
Madison	1	Wakulla	
Manatee	11		
Marion	7		

Florida Ready to Work Certification Program

<p>6. What is the process for earning a Ready to Work Credential?</p>	<p>To earn a credential, a student must:</p> <ul style="list-style-type: none"> • Sign up at a participating assessment center • Complete the on-line pre-instructional assessment to determine mastery level • Enroll in self-paced tutorial course work, if needed • Demonstrate mastery of the 3 WorkKeys assessments <p>Upon successful completion of the process, the student will receive a Ready to Work Credential signed by the Governor.</p>
<p>7. How will a Ready to Work Credential benefit business partners?</p>	<p>The credential will demonstrate to current and future employers that students have the skills to meet employment expectations. Knowing a job applicant possesses a credential, an employer can be more confident that he or she can begin the job with the skills necessary for successful job performance.</p> <p>In addition, the credential ensures that students have the skills necessary to enter college or the workforce based on objective, standardized skill assessments which are aligned to FCAT objectives.</p>
<p>8. How is the Ready to Work Credential Program funded?</p>	<p>The program is funded by the Legislature. There is no direct cost to students, job seekers, employers, schools or other partners to participate in the program.</p> <p>The 2006-2007 General Appropriations Act appropriated \$13,250,000 (Specific Appropriation 135A).</p> <p>The 2007-2008 General Appropriations Act appropriates \$14,750,000 (Specific Appropriation 127).</p>
<p>9. What are the applicable statutes and laws?</p>	<p>Section 1004.99, F.S. – Florida Ready to Work Certificate Program</p> <p>2007-2008 General Appropriations Act, Specific Appropriation 127.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Division of Workforce Education (850) 245-9063 (assessment site information and assistance)</p> <p>1-866-429-2334 or readytowork@fldoe.org (student or job applicant questions)</p> <p>www.myfloridareadytowork.com</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Interscholastic Extracurricular
Activities

Fact
Sheet

January 2008

<p>1. What requirements must a student meet to be eligible to participate in interscholastic extracurricular student activities?</p>	<p>A student is eligible to participate in interscholastic extracurricular activities in the school in which he or she first enrolls each school year, or is eligible as a candidate for an athletic team by engaging in a practice prior to enrolling in the school. The student is eligible in that school as long as he or she remains enrolled in that school.</p> <p>To become eligible a student must maintain:</p> <ul style="list-style-type: none">• A 2.0 grade point average (GPA) or above on a 4.0 scale in the semester preceding participation; or• A cumulative 2.0 GPA or above in the courses required for high school graduation. <p>However, a student is not required to maintain a cumulative 2.0 GPA until his or her junior and senior year.</p> <p>Prior to a student's junior year, if his or her GPA falls below the minimum cumulative 2.0 required for graduation, the student must enter into a contract with the school district, the appropriate governing association, and the student's parents or guardian. The contract must require the student to attend summer school or its graded equivalent, as necessary, to enable the student to become eligible for participation.</p> <p>Students must also demonstrate satisfactory conduct to be eligible for participation in interscholastic extracurricular activities. If a student is convicted of a felony or commits a delinquent act that would have been a felony if committed by an adult, the student's eligibility for participation in interscholastic extracurricular activities will be determined by the established and published policy of the school board, regardless of whether adjudication is withheld.</p> <p>A school district may set additional eligibility requirements, but the requirements must not make participation less accessible to home education students than to other students.</p>
<p>2. May a home education student participate in interscholastic extracurricular activities?</p>	<p>Yes. A home education student is allowed to participate in interscholastic extracurricular activities at the public school where the student would have been assigned, a public school the student could choose to attend pursuant to open enrollment provisions, or a private school the student could</p>

Interscholastic Extracurricular Activities

	<p>choose to attend pursuant to an agreement.</p> <p>In order to participate in interscholastic extracurricular activities, a Florida home education student must:</p> <ul style="list-style-type: none"> • Demonstrate educational progress by an agreed upon method of evaluation; • Meet the same residency requirements as other students in the school at which he or she participates; • Meet the same standards of acceptance, behavior, and performance as required of other participating students; and • Register his or her intent to participate with the school before the beginning date of the season for the activity. <p>A public or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a home education student until he or she successfully demonstrates educational progress in a home education program for one grading period.</p>
<p>3. May a charter school student participate in interscholastic extracurricular activities?</p>	<p>Yes. A charter school student is eligible to participate in interscholastic extracurricular activities at the public school to which the student would have been assigned or the public school which the student could choose to attend pursuant to open enrollment provisions unless such activities are offered by the student's charter school.</p> <p>In order to participate in interscholastic extracurricular activities, a Florida charter school student must:</p> <ul style="list-style-type: none"> • Meet all of the requirements established by the charter school governing board. • Demonstrate educational progress by maintaining certain grade point average requirements. • Meet the same residency requirements as other students in the school at which he or she participates. • Meet the same standards of acceptance, behavior, and performance as required of other participating students. • Register his or her intent to participate with the school before the beginning date of the season for the activity. <p>A public or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a charter school student until he or she successfully demonstrates educational progress in a charter school for one grading period.</p>
<p>4. Who sets and oversees eligibility requirements for athletic programs in public schools?</p>	<p>In 1997, the Legislature statutorily designated the Florida High School Activities Association (FHSAA) as the organization to operate, govern, regulate, and oversee athletic programs, including eligibility requirements, for Florida's public schools. In 2003, based upon the</p>

Interscholastic Extracurricular Activities

	<p>recommendation of the FHSAA Board of Directors, the Legislature changed the name of the association to the Florida High School Athletic Association. The FHSAA is not a state agency, but has a quasi-governmental function.</p>
<p>5. Can private schools participate in the FHSAA and compete against public schools?</p>	<p>Yes. Private schools that wish to compete against public schools in athletic events may become members of the FHSAA.</p>
<p>6. Do students who wish to participate in interscholastic athletic activities have to pass a medical evaluation prior to participation?</p>	<p>Generally, a student wishing to participate in interscholastic athletic activities must satisfactorily complete a medical evaluation by a licensed practitioner. If the practitioner finds any abnormalities in the cardiovascular system, the student may not participate until further cardiovascular assessment, which may include an EKG, is performed. The cardiovascular assessment must indicate that the student is physically capable of participating in interscholastic athletic competition.</p> <p>The exception is that a student may participate in interscholastic athletic activities without undergoing a medical evaluation if his or her parent objects in writing to the evaluation because it is contrary to his or her religious tenets or practices. However, no liability shall exist when a student, who does not undergo a medical evaluation, is injured or dies during his or her participation as a result of a medical condition that would have been detected during a medical evaluation.</p>
<p>7. May student athletes be tested for anabolic steroid use?</p>	<p>Yes. State and federal authorizes school districts to conduct student drug testing. In the past, Florida school districts have exercised local authority in determining whether to implement a student drug testing program.</p> <p>According to an April 2007 report by the Office of Program Policy Analysis and Government Accountability (OPPAGA), the following three school districts have implemented steroid testing programs:</p> <ul style="list-style-type: none"> • Polk County School District, using federal grant funds, implemented a random student athlete drug and steroid testing program during the 2006-2007 school year and has been seeking funding to continue the program. • Jackson and Marion County School Districts, also using federal grant funds, have established programs to randomly test students for drugs, including steroids. In Jackson County, any student participating in extracurricular activities may tested, while in Marion County, the program tests students participating in weightlifting, football, and basketball.

Interscholastic Extracurricular Activities

	<p>The 2007 Legislature enacted and funded a statewide, random, anabolic steroid drug testing pilot program for high school athletes participating in regular and postseason football, baseball, and weightlifting programs governed by the FHSAA (Ch. 2007-193, L.O.F.). The legislation:</p> <ul style="list-style-type: none"> • Requires the FHSAA to administer the program during the 2007-2008 school year. • Provides that both public and private schools must participate in the steroid testing program as a prerequisite to membership in the FHSAA. • Specifies program requirements, penalties, and challenge and appeal procedures. • Requires the FHSAA to submit a report on program results by October 1, 2008, to the Legislature.
<p>8. What were the recommendations of the Student Athlete Recruiting Task Force?</p>	<p>The 2006 Legislature created the Student Athlete Recruiting Task Force (Task Force) to study the problem of recruiting among FHSAA member schools. The Task Force was created in response to revisions to FHSAA bylaws governing student athlete residence and transfer. It was comprised of proponents and opponents to the revised bylaws and was required to submit its recommendations to the Governor, President of the Senate and Speaker of the House of Representatives by January 1, 2007.</p> <p>The Task Force issued its final report in December 2006, and recommended that the FHSAA:</p> <ul style="list-style-type: none"> • Clarify the definition of recruiting; • Require parents, students, and others to sign affidavits that explain what recruiting is and that attest they have not engaged in recruiting; • Hire trained investigators to investigate recruiting violations; • Focus penalties on individuals who engage in illegal recruiting; and • Withdraw its proposed bylaw on student transfers. <p>In response to the Task Force's report, the FHSAA at its June 1, 2007, meeting withdrew its proposed bylaw on student transfers and adopted a revised Policy on Athletic Recruiting, effective for the 2007-2008 school year and beyond. The policy defines "recruiting," explains the behaviors that constitute recruiting, and specifies the individuals to whom the policy applies. Further, the policy provides the following penalties that may be imposed on individuals and institutions that engage in illegal recruiting:</p> <ul style="list-style-type: none"> • Mandatory forfeiture of contests and awards won;

Interscholastic Extracurricular Activities

	<ul style="list-style-type: none"> • Public reprimand; • Financial penalty; • Probation; • Prohibition against participation in certain interscholastic competitions; • Prohibition against participation in the sport for which the recruiting occurred; and • Expulsion or restricting membership in the FHSAA for a period of one or more years. <p>Finally, the FHSAA has hired professional investigators to investigate alleged acts of illegal recruiting.</p>
<p>9. How is the FHSAA governed and structured?</p>	<p>The FHSAA includes a 15-member board of directors, a representative assembly, a public advisory committee, and a committee on appeals. Each member school appoints an official representative who must be the principal, an assistant principal, or an in-house athletic director. The organization's membership is divided along existing county lines into four contiguous and compact administrative regions, each containing approximately the same number of member schools. The FHSAA was restructured to operate as a representative democracy in which the sovereign authority is within the member schools.</p> <p>The 2003 Legislature required that any entity that appoints a member to the board of directors must examine the ethnic and demographic composition of the board when selecting candidates for appointment and, to the greatest extent possible, make appointments that reflect state demographic and population trends. Additionally, one of the three representatives appointed by the Commissioner of Education must balance the board for diversity or state population trends, or both.</p>
<p>10. What are the applicable statutes and FHSAA policies?</p>	<p>Section 1006.15, F.S. – Student standards for participation in interscholastic extracurricular student activities, regulation.</p> <p>Section 1006.16, F.S. – Insuring school students engaged in athletic activities against injury.</p> <p>Section 1006.17, F.S. – Sponsorship of athletic activities similar to those for which scholarships offered; rulemaking.</p> <p>Section 1006.18, F.S. – Cheerleader safety standards.</p> <p>Section 1006.19, F.S. – Audit of records of nonprofit corporations and associations handling interscholastic activities.</p> <p>Section 1006.20, F.S. – Athletics in public K-12 schools.</p> <p>FHSAA Policies and Publications:</p> <p>Steroid Testing Procedures:</p>

Interscholastic Extracurricular Activities

	<p>http://www.fhsaa.org/compliance/steroid_testing/Revised Policy on Athletic Recruiting: http://www.fhsaa.org/compliance/files/recruiting.pdf</p> <p>Affidavit of Compliance with FHSAA Policy on Athletic Recruiting: http://www.fhsaa.org/forms/pdf/GA04_affidavit.pdf</p> <p>Certification of Compliance with FHSAA Policy on Athletic Recruiting: http://www.fhsaa.org/forms/pdf/GA03_compliance.pdf</p>
<p>11. Where can I get additional information?</p>	<p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us Reports:</p> <ul style="list-style-type: none"> • <i>Steroid Education Programs Are Available, But Most School Districts Still Do Not Test</i>, Report No. 07-25, April 2007. • <i>Though the Option Is Available, School Districts Do Not Test Students for Steroids</i>, Report No. 04-72, October 2004. <p>The Final Report of the Student Athlete Recruiting Task Force, December 2006. http://www.oppaga.state.fl.us/sataskforce/index.htm</p> <p>Florida High School Athletic Association (352) 372-9551 www.fhsaa.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>

Postsecondary Education

**Postsecondary
Education
General**



<p>1. How is postsecondary education provided in Florida?</p>	<p>Postsecondary educational opportunities in Florida are provided by a variety of public and independent institutions. These institutions include state universities; community colleges; school district career centers; charter technical career centers; and independent schools, colleges, and universities. They offer a range of programs from postsecondary certificate programs through graduate and professional degree programs.</p>
<p>2. How many state universities operate in Florida?</p>	<p>There are eleven institutions designated as state universities. These institutions include: the University of Florida (UF); the Florida State University (FSU); the Florida Agricultural & Mechanical University (FAMU); the University of South Florida (USF); the Florida Atlantic University (FAU); the University of West Florida (UWF); the University of Central Florida (UCF); the University of North Florida (UNF); the Florida International University (FIU); the Florida Gulf Coast University (FGCU); and New College, a residential liberal arts college located in Sarasota County.</p>
<p>3. How are Florida's state universities governed?</p>	<p>State universities are governed by a 17-member statewide board of governors comprised of 14 members appointed by the Governor and confirmed by the Senate; the Commissioner of Education; a faculty representative; and a student representative. The Board of Governors is a constitutionally-created body that regulates, controls, and is responsible for the management of state universities. In addition to the statewide Board of Governors, each institution is administered by a 13-member board of trustees comprised of six members appointed by the Governor; five members appointed by the Board of Governors; a faculty representative; and a student representative. Appointed members must be confirmed by the Senate.</p>
<p>4. How many community colleges operate in Florida?</p>	<p>There are 28 institutions designated as public community colleges. The community colleges and their respective districts include: Brevard Community College (Brevard County); Broward Community College (Broward County); Central Florida Community College (Marion, Citrus, and Levy Counties); Chipola College (Jackson, Calhoun, Holmes, Liberty, and Washington Counties); Daytona Beach Community College (Volusia and Flagler Counties); Edison College (Lee, Charlotte, Collier, Glades, and Hendry Counties); Florida Community College at Jacksonville (Duval and Nassau Counties); Florida Keys Community College (Monroe County); Gulf Coast Community College (Bay, Franklin, and Gulf Counties); Hillsborough Community</p>

Postsecondary Education Overview

	<p>College (Hillsborough County); Indian River Community College (St. Lucie, Indian River, Martin, and Okeechobee Counties); Lake City Community College (Columbia, Baker, Dixie, Gilchrist, and Union Counties); Lake-Sumter Community College (Lake and Sumter Counties); Manatee Community College (Manatee and Sarasota Counties); Miami-Dade College (Miami-Dade County); North Florida Community College (Madison, Hamilton, Jefferson, Lafayette, Suwannee, and Taylor Counties); Okaloosa-Walton College (Okaloosa and Walton Counties); Palm Beach Community College (Palm Beach County); Pasco-Hernando Community College (Hernando and Pasco Counties); Pensacola Junior College (Escambia and Santa Rosa Counties); Polk Community College (Polk County); St. Johns River Community College (Putnam, Clay, and St. Johns Counties); St. Petersburg College (Pinellas County); Santa Fe Community College (Alachua and Bradford Counties); Seminole Community College (Seminole County); South Florida Community College (Highlands, DeSoto, and Hardee Counties); Tallahassee Community College (Leon, Gadsden, and Wakulla Counties); and Valencia Community College (Orange and Osceola Counties).</p>
<p>5. How are Florida’s community colleges governed?</p>	<p>Community colleges are designated in statute as political subdivisions of the state and are governed by local boards of trustees. The trustees are appointed by the Governor and confirmed by the Senate. Each community college board of trustees is vested by law with the responsibility to operate its community college and with the authority necessary for the proper operation and improvement thereof in accordance with rules of the State Board of Education.</p>
<p>6. What is a career center?</p>	<p>A career center is an educational institution that offers terminal courses of a technical nature and courses for out-of-school youth and adults. Each career center is under the control of the district school board of the school district in which it is located. There are 47 career centers operated and administered by school districts that offer one or more postsecondary programs.</p>
<p>7. What is a charter technical career center?</p>	<p>Charter technical centers are publicly funded schools or technical centers operated under a charter granted by a district school board; community college board of trustees; or a consortium, including one or more district school boards and community college boards of trustees, that includes the district in which the facility is located. Charter technical centers are managed by a board of directors. There are currently three charter technical career centers in the state.</p>
<p>8. How many independent postsecondary educational institutions operate in Florida?</p>	<p>There are over 300 independent institutions in the state that grant associate degrees or higher and nearly 500 independent postsecondary institutions that offer only non-degree programs.</p>
<p>9. Who has oversight</p>	<p>The 28 nonprofit, regionally-accredited colleges and</p>

Postsecondary Education Overview

<p>responsibility for independent postsecondary educational institutions in Florida?</p>	<p>universities that participate in the Florida Resident Access Grant (FRAG) Program are under the jurisdiction of the Department of Education for reporting purposes. The remaining independent institutions are under the jurisdiction of the Commission for Independent Education for purposes of licensure and consumer protection matters.</p>
<p>10. How much funding is provided for higher education institutions?</p>	<p>For FY 2007-2008, funding from General Revenue and state trust funds was provided at the following levels:</p> <ul style="list-style-type: none"> • State Universities -- \$2,674,149,221 • Community Colleges -- \$1,226,855,288 • School District Workforce -- \$443,640,744 • Private Colleges & Universities -- \$142,251,189
<p>11. What are the applicable statutes?</p>	<p>Section 1000.21, F.S. -- Definitions. Section 1001.44, F.S. -- Career centers. Section 1001.64, F.S. -- Community college boards of trustees; powers and duties. Section 1001.705, F.S. -- Responsibility for the State University System. Section 1001.706, F.S. -- Powers and duties of the Board of Governors. Section 1001.74, F.S. -- Powers and duties of university boards of trustees. Section 1002.34, F.S. -- Charter technical career centers. Section 1005.06, F.S. -- Institutions not under the jurisdiction or purview of the commission. Section 1005.31, F.S. -- Licensure of institutions.</p>
<p>12. Where can I get additional information?</p>	<p>Board of Governors State University System of Florida (850) 245-0466 www.flbog.org</p> <p>State Board of Education Governmental Relations Office (850) 245-0507 www.fldoe.org/board</p> <p>Florida Department of Education Commission for Independent Education (850) 245-3200 (888) 224-6684 [toll free] www.fldoe.org/cie</p> <p>Independent Colleges and Universities of Florida (ICUF) (850) 681-3188 www.icuf.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
University Major Gifts Program

Fact Sheet

January 2008

<p>1. What is the University Major Gifts Program?</p>	<p>The University Major Gifts Program provides the opportunity for each state university to receive and match private donations for the establishment of permanent endowments. The donations and the state matching funds are then invested, with the proceeds to be used to enhance university libraries and instruction and research programs.</p> <p>Matching gift programs for non-capital academic endowments at state universities were first created in 1979. In 1994, these programs were combined into a single program – the Trust Fund for University Major Gifts. The Trust Fund for University Major Gifts was renamed the University Major Gifts Program in 2007.</p>																				
<p>2. How are state matching grants determined?</p>	<p>Private donations are matched in the following manner:</p> <table border="1" data-bbox="735 961 1438 1241"> <thead> <tr> <th colspan="2">Amount of Private Donation</th> <th rowspan="2">State Matching Grant</th> </tr> <tr> <th>In Excess of</th> <th>But Not More Than</th> </tr> </thead> <tbody> <tr> <td>\$100,000</td> <td>\$599,999</td> <td>50%</td> </tr> <tr> <td>\$600,000</td> <td>\$1 Million</td> <td>70%</td> </tr> <tr> <td>\$1 Million</td> <td>\$1.5 Million</td> <td>75%</td> </tr> <tr> <td>\$1.5 Million</td> <td>\$2 Million</td> <td>80%</td> </tr> <tr> <td>\$2 Million</td> <td>---</td> <td>100%</td> </tr> </tbody> </table>	Amount of Private Donation		State Matching Grant	In Excess of	But Not More Than	\$100,000	\$599,999	50%	\$600,000	\$1 Million	70%	\$1 Million	\$1.5 Million	75%	\$1.5 Million	\$2 Million	80%	\$2 Million	---	100%
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<p>3. What is an Eminent Scholar Endowed Chair?</p>	<p>A private donation of at least \$600,000 may be used to designate an Eminent Scholar Endowed Chair to attract and retain distinguished scholars. The proceeds from this endowment may be used for salaries or to supplement salaries associated with the chair’s scholarly work.</p>																				
<p>4. Are there any restrictions regarding the use of the private donations, state matching funds, or proceeds from the endowments?</p>	<p>Donations must be made for the purpose of supporting the libraries and instruction and research programs of the recipient institution.</p> <p>The donations, state matching funds, and proceeds from the University Major Gifts Program may not be used for the construction, renovation, or maintenance of facilities or to support intercollegiate athletics.</p>																				
<p>5. Who administers the University Major Gifts Program?</p>	<p>The Board of Governors specifies the process for submission, documentation, and approval of requests for matching funds; accountability for endowments and proceeds of endowments; restrictions on the use of the</p>																				

	<p>proceeds from endowments; and criteria used in determining the value of donations.</p> <p>Each university foundation has responsibility for the maintenance and investment of the major gift funds and for the administration of the program at its respective university, pursuant to procedures specified by the Board of Governors.</p>
<p>6. How much funding has the state provided for the University Major Gifts Program?</p>	<p>The FY 2007-2008 General Appropriations Act provides \$74,336,964 in state matching funds for The University Major Gifts Program. The state has provided \$715,645,362 in matching funds since the creation of the program in 1979.</p>
<p>7. What are the applicable statutes and laws?</p>	<p>Section 1011.94, F.S. – University Major Gifts Program</p> <p>FY 2007-2008 General Appropriations Act (ch. 2007-72, L.O.F.), Specific Appropriation 20.</p>
<p>8. Where can I get additional information?</p>	<p>Board of Governors State University System of Florida (850) 245-0466</p> <p>Florida House of Representatives Schools & Learning Council (488-7451)</p>



Schools & Learning Council

Community College Facility Enhancement Challenge Grant Program

Fact Sheet

January 2008

<p>1. What is the Community College Facility Enhancement Challenge Grant Program?</p>	<p>The Community College Facility Enhancement Challenge Grant Program provides the opportunity for each community college through its direct-support organization to receive and match challenge grants for instructional and community-related capital facilities within the community college.</p> <p>The direct-support organization that serves the community college must solicit gifts from private sources to provide matching funds for capital facilities. Private sources may not include any federal or state government funds that a community college may receive.</p> <p>The Legislature may appropriate funds for distribution to a community college after matching funds are certified by the direct-support organization and community college.</p> <p>A community college direct-support organization must raise half of the total cost of a facilities construction project from private sources. The funds are eligible to be matched by state appropriations equal to the amount raised for the construction project.</p>
<p>2. How are specific projects approved for funding?</p>	<p>By September 1 of each year, the State Board of Education must transmit to the Legislature a list of projects which meet all eligibility requirements to participate in the Community College Facility Enhancement Challenge Grant Program and a budget request which includes the recommended schedule necessary to complete each project.</p> <p>In order for a project to be eligible for the program, it must be recommended by the educational plant survey, be included in the community college's 5-year capital improvement plan, and receive approval from the State Board of Education or the Legislature.</p>
<p>3. When may a community college initiate a project?</p>	<p>A project may not be initiated unless all private funds for planning, construction, and equipping the facility have been received and deposited in the direct-support organization's matching account and the state's share for the minimum amount of funds needed to begin the project has been appropriated by the Legislature.</p>
<p>4. How much funding has been provided for the Community College</p>	<p>The FY 2007-2008 General Appropriations Act provides \$48,520,477 to be allocated to the boards of trustees of the following community colleges as matching funds for the</p>

Community College Facility Enhancement Challenge Grant Program

<p>Facility Enhancement Challenge Grant Program?</p>	<p>Community College Facilities Matching Grant Program:</p> <ul style="list-style-type: none"> • Brevard Community College - \$528,045 • Broward Community College - \$400,000 • Daytona Beach Community College - \$1,325,920 • Edison College - \$1,614,873 • Florida Community College at Jacksonville- \$10,150,000 • Florida Keys Community College - \$138,282 • Indian River Community College - \$3,385,000 • Lake-Sumter Community College - \$821,7000 • Manatee Community College - \$725,671 • Miami Dade Community College - \$9,750,000 • Okaloosa-Walton College - \$937,500 • Palm Beach Community College - \$370,083 • Pensacola Junior College - \$10,907,469 • St. Petersburg College - \$3,561,319 • Santa Fe Community College - \$3,861,115 • Seminole Community College - \$43,500
<p>5. What are the applicable statutes and laws?</p>	<p>Section 1011.32, F.S. – Community College Facility Enhancement Challenge Grant Program.</p> <p>2007 – 08 General Appropriations Act (ch. 2007-72, L.O.F.), Specific Appropriation 30A.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Division of Community Colleges (850) 245-0407</p> <p>Florida Department of Education The Office of Educational Facilities (850) 245-0494</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Dr. Philip Benjamin Matching Grant
Program for Community Colleges

Fact Sheet

January 2008

<p>1. What is the Dr. Philip Benjamin Matching Grant Program?</p>	<p>The Dr. Philip Benjamin Matching Grant Program is used to encourage private support in enhancing community colleges by providing the community college system with the opportunity to receive and match challenge grants.</p>
<p>2. How does the program work?</p>	<p>The program is administered according to rules of the State Board of Education.</p> <p>Each community college board of trustees receiving state appropriations under the program must approve each gift to ensure alignment with the unique mission of the community college and must link all requests for a state match to the goals and mission statement of the community college.</p> <p>Eligible contributions received by a community college's foundation by February 1 are eligible for state matching funds. Funds sufficient to provide the match will be transferred from the state to the local community college foundation upon notification that a proportionate amount has been received and deposited by the community college in its own trust funds.</p> <p>Community college foundations are responsible for the maintenance, investment, and administration of their matching grant program funds.</p> <p>The statewide community college foundation is also eligible to participate in this program.</p>
<p>3. What are the matching ratios for donations?</p>	<p>The matching ratio for donations that are specifically designated to support scholarships, student loans, or need-based grants is \$1 of state funds to \$1 of local private funds. Otherwise, funds are proportionately allocated to the community colleges on the basis of matching each \$6 of local or private funds with \$4 of state funds. To be eligible, a minimum of \$4,500 must be raised from private sources.</p>
<p>4. What are the allowable uses for the funds?</p>	<p>The board of trustees of the community college is responsible for determining the uses of the funds. The allowable uses of funds in this program include, but are not limited to, scientific and technical equipment; scholarships, loans, or need-based grants; and other activities that will benefit current and future students, will improve the quality of education at the community college, or will enhance</p>

Dr. Philip Benjamin Matching Grant Program for Community Colleges

	economic development in the community. Each community college must submit to the State Board of Education an annual expenditure report tracking the use of all matching funds.
5. How much funding has been provided for the Dr. Philip Benjamin Matching Grant Program?	The FY 2007-2008 General Appropriations Act provides \$48,658,783 for the Dr. Philip Benjamin Matching Grant Program.
6. What are the applicable statutes, rules, and laws?	<p>Section 1011.85, F.S. -- Dr. Philip Benjamin Matching Grant Program for Community Colleges.</p> <p>Rule 6A-14.0914 -- Dr. Philip Benjamin Matching Program For Community Colleges.</p> <p>2007 – 08 General Appropriations Act (ch. 2007-72, L.O.F.), Specific Appropriation 12A.</p>
7. Where can I get additional information?	<p>Florida Department of Education Division of Community Colleges (850) 245-0407</p> <p>Florida House of Representatives Schools & Learning Council (488-7451)</p>



Schools & Learning Council
University Facility Enhancement
Challenge Grant Program

Fact
Sheet

January 2008

<p>1. What is the Alec P. Courtelis University Facility Enhancement Challenge Grant Program?</p>	<p>The Alec P. Courtelis University Facility Enhancement Challenge Grant Program assists universities in building high priority instructional and research-related capital facilities, including common areas connecting such facilities.</p> <p>The foundations that serve state universities solicit gifts from private sources to provide matching funds for capital facilities. Private sources of funds may not include any federal, state, or local government funds that a university may receive.</p> <p>A university must raise a contribution equal to one-half of the total cost of a facilities construction project from private nongovernmental sources. Subject to the General Appropriations Act, the contribution will be matched by a state appropriation equal to the amount raised for a facilities construction project.</p> <p>The Board of Governors establishes the method for validating the receipt and the deposit of private matching funds. State matching funds may be appropriated in one or more fiscal years for the planning, construction, and equipping of an eligible facility.</p>
<p>2. How are specific projects approved for funding?</p>	<p>By October 1 of each year, the Board of Governors must transmit to the Legislature a list of projects that meet all eligibility requirements to participate in the Alec P. Courtelis University Facility Enhancement Challenge Grant Program and a budget request that includes the recommended schedule necessary to complete each project.</p> <p>In order for a project to be eligible for the program, it must be included in a university's 5-year capital improvement plan and must receive approval from the Board of Governors or the Legislature.</p> <p>A university's project may not be removed from the approved 3-year Public Education Capital Outlay (PECO) priority list because of its successful participation in this program until approved by the Legislature and provided for in the General Appropriations Act. When such a project is completed and removed from the list, all other projects move up on the 3-year PECO priority list.</p>

University Facility Enhancement Challenge Grant Program

<p>3. When may a university initiate a project?</p>	<p>A project may not be initiated unless all private funds for planning, construction, and equipping the facility have been received and deposited in the separate university program account designated for this purpose and the state's share for the minimum amount of funds needed to begin the project has been appropriated by the Legislature.</p>
<p>4. How much funding has been provided for the University Facility Enhancement Challenge Grant Program?</p>	<p>The FY 2007-2008 General Appropriations Act provides \$46,360,770 to be allocated to the boards of trustees of the following universities as matching funds for the Alec P. Courtelis Facilities Matching Grant Program:</p> <ul style="list-style-type: none"> • University of Florida - \$11,534,074 • Florida State University - \$2,650,000 • University of South Florida - \$7,986,752 • Florida Atlantic University - \$2,300,000 • University of Central Florida - \$18,567,476 • Florida International University - \$2,648,852 • University of North Florida - \$161,116 • University of West Florida - \$512,500
<p>5. What are the applicable statutes and laws?</p>	<p>Section 1013.79, F.S. -- University Facility Enhancement Challenge Grant Program.</p> <p>2007 - 08 General Appropriations Act (ch.2007-72, L.O.F.), Specific Appropriation 34A</p>
<p>6. Where can I get additional information?</p>	<p>Board of Governors State University System of Florida (850) 245-0466</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
College Reach-Out Program
(CROP)

Fact Sheet

January 2008

<p>1. What is the College Reach-Out Program?</p>	<p>The College Reach-Out Program (CROP) is a statewide competitive grant program that was established to increase the number of low-income, educationally disadvantaged students who complete postsecondary education. CROP provides educational support and encouragement to disadvantaged students in grades 6 through 12.</p>
<p>2. Who is eligible to participate in the program?</p>	<p>Students who are in grades 6 through 12 who meet certain economic and academic criteria are eligible to participate. Participants are students who otherwise would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without additional support and recruitment efforts.</p>
<p>3. What types of services are provided to the participant?</p>	<p>CROP provides a student with academic enrichment activities from the time the student enters the program until he or she has completed high school and is enrolled in a postsecondary institution. Activities may include: career and personal counseling, tutoring, test preparation for state and national exams (FCAT, PSAT, and PLAN), homework assistance, summer activities, and community involvement through partnerships with colleges, universities, and community agencies.</p> <p>During 2004-05, CROP served 8,093 students through nine universities, twenty-five community colleges, and four independent postsecondary institutions.</p>
<p>4. How are institutions and consortia proposals for CROP funded?</p>	<p>Postsecondary institutions and consortia submit proposals for CROP projects to an advisory council that is appointed by the Commissioner of Education. The advisory council uses statutory guidelines to evaluate the proposals and recommends to the State Board of Education an order of priority for funding the proposals. In selecting proposals for approval, the advisory council gives preference to institutions that demonstrate commitment to the program to match the grant funds at least one-to-one in cash or services.</p>
<p>5. How much funding has been provided for the CROP?</p>	<p>The FY 2007-2008 General Appropriations Act provides \$3,399,990 for the College Reach-Out Program.</p>
<p>6. What are the applicable statutes and laws?</p>	<p>Section 1007.34, F.S. -- College Reach-Out Program.</p> <p>2007-08 General Appropriations Act, Specific Appropriation 100.</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Office of Equity & Access</p>

College Reach-Out Program (CROP)

	<p>(850) 245-0511 www.fldoe.org/eeop</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>
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Schools & Learning Council
Commission for Independent Education

Fact Sheet

January 2008

<p>1. What is the Commission for Independent Education?</p>	<p>The Commission for Independent Education (Commission) was created by the 2001 Legislature as a result of combining and transferring to a single board the powers and duties of the former State Board of Independent Colleges and Universities and State Board of Nonpublic Career Education. The Commission is responsible for all independent postsecondary education institutions with the exception of those independent nonprofit colleges or universities eligible to participate in the Florida Resident Access Grant (FRAG) program. (Refer to Florida Resident Access Grant Fact Sheet.)</p>
<p>2. Who are members of the Commission?</p>	<p>The Commission is comprised of seven members who are Florida residents:</p> <ul style="list-style-type: none"> • Two representatives of independent colleges or universities licensed by the commission. • Two representatives of independent, nondegree-granting schools licensed by the commission. • One member from a public school district or community college who is an administrator of career education. • One representative of a religious college that meets the criteria of s. 1005.06(1)(f), F.S., and thus can operate without governmental oversight. • One lay member who is not affiliated with an independent postsecondary educational institution. <p>The members are appointed by the Governor and subject to confirmation by the Senate.</p>
<p>3. What are the general responsibilities of the Commission?</p>	<p>For the independent postsecondary institutions under its jurisdiction, the Commission:</p> <ul style="list-style-type: none"> • Sets licensure standards. • Reviews applications for and issues licenses. • Monitors the consumer practices of these institutions. <p>Serves as a central agency for collecting and distributing information regarding these institutions.</p>
<p>4. How many independent institutions are licensed by the Commission?</p>	<p>The Commission licensed 786 independent institutions during FY 2006-07.</p>
<p>5. How many independent institutions under the Commission are degree-granting institutions?</p>	<p>During FY 2006-07, there were 299 degree-granting institutions under the jurisdiction of the Commission. The reported enrollment for the degree programs was 250,652.</p> <p>During FY 2006-07, there were 487 institutions offering only non-degree programs under the jurisdiction of the Commission. The reported enrollment for those non-degree</p>

Commission for Independent Education

	programs was 62,474.
6. How do institutions add new programs or modify existing programs?	<p>Any institution that seeks to add a new program or to modify an approved education program must seek prior approval from the Commission.</p> <p>During FY 2006-07, the Commission examined 532 new programs and reviewed 56 modifications to existing programs.</p>
7. What are the applicable statutes and rules?	<p>Chapter 1005, F.S. -- Nonpublic Postsecondary Education.</p> <p>Rule 6E-1.0032, F.A.C. -- Fair Consumer Practices.</p>
8. Where can I get additional information?	<p>Florida Department of Education Commission for Independent Education (850) 245-3200 (888) 224-6684 [toll free] www.fldoe.org/cie</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Joint-use Facilities

Fact Sheet

January 2008

<p>1. What is a joint-use facility?</p>	<p>A “joint-use facility” is an educational facility that is cooperatively developed and used by two or more educational entities. Most often, joint-use facilities are shared between a university and a community college or a school district and a community college.</p>																					
<p>2. Why are joint-use facilities useful?</p>	<p>Joint-use facilities enable the offering of cooperative educational programs at a single shared educational facility, thereby increasing access to such programs for students, using existing educational infrastructure to expand access.</p>																					
<p>3. How are joint-use facilities requested?</p>	<p>Joint-use facilities must be jointly requested by two or more boards, including district school boards, community college boards of trustees, the Board of Trustees for the Florida School for the Deaf and the Blind, and university boards of trustees.</p>																					
<p>4. How are joint-use facilities funded?</p>	<p>Joint-use facilities are funded by the Legislature in the General Appropriations Act. No district school board, community college, or state university may receive funding for more than one approved joint-use facility per campus in any three-year period.</p>																					
<p>5. How much funding has been provided for the joint-use facilities?</p>	<p>The FY 2007-08 General Appropriations Act provides \$4,185,826 for joint-use facilities projects. From the funds provided, \$435,826 will be used to fund the joint-use facility project between Seminole Community College and the University of Central Florida and \$3,750,000 will be used to fund the joint-use project between Valencia Community College and the University of Central Florida.</p> <p>The state has funded 51 projects totaling \$146.4 million since 1977.</p>																					
<p>6. What are the current joint-use facilities?</p>	<p>The joint-use facilities are:</p> <table border="1" data-bbox="609 1394 1456 1902"> <thead> <tr> <th data-bbox="609 1394 1036 1423">Joint Use Facility Location</th> <th data-bbox="1044 1394 1456 1423">Partnership</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 1430 1036 1482">Brevard Community College (Cocoa Campus)</td> <td data-bbox="1044 1430 1456 1459">University of Central Florida</td> </tr> <tr> <td data-bbox="609 1488 1036 1541">Brevard Community College (Palm Bay Campus)</td> <td data-bbox="1044 1488 1456 1518">University of Central Florida</td> </tr> <tr> <td data-bbox="609 1547 1036 1600">Broward Community College (Davie Campus)</td> <td data-bbox="1044 1547 1456 1600">Florida Atlantic University Florida International University</td> </tr> <tr> <td data-bbox="609 1606 1036 1659">Broward Community College (Tower)</td> <td data-bbox="1044 1606 1456 1659">Florida Atlantic University Florida International University</td> </tr> <tr> <td data-bbox="609 1665 1036 1717">Central Florida Community College (Ocala Campus)</td> <td data-bbox="1044 1665 1456 1694">University Center</td> </tr> <tr> <td data-bbox="609 1724 1036 1776">Daytona Beach Community College (Daytona)</td> <td data-bbox="1044 1724 1456 1753">University of Central Florida</td> </tr> <tr> <td data-bbox="609 1782 1036 1812">Daytona Beach Community College</td> <td data-bbox="1044 1782 1456 1812">Charter Technical School</td> </tr> <tr> <td data-bbox="609 1818 1036 1871">Middle Keys– Monroe Co. School Board</td> <td data-bbox="1044 1818 1456 1871">Florida Keys Community College (Marathon)</td> </tr> <tr> <td data-bbox="609 1877 1036 1906">Middle Keys – Monroe Co. School Board</td> <td data-bbox="1044 1877 1456 1906">Florida Keys Community College (Coral Shores)</td> </tr> </tbody> </table>		Joint Use Facility Location	Partnership	Brevard Community College (Cocoa Campus)	University of Central Florida	Brevard Community College (Palm Bay Campus)	University of Central Florida	Broward Community College (Davie Campus)	Florida Atlantic University Florida International University	Broward Community College (Tower)	Florida Atlantic University Florida International University	Central Florida Community College (Ocala Campus)	University Center	Daytona Beach Community College (Daytona)	University of Central Florida	Daytona Beach Community College	Charter Technical School	Middle Keys– Monroe Co. School Board	Florida Keys Community College (Marathon)	Middle Keys – Monroe Co. School Board	Florida Keys Community College (Coral Shores)
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Joint-use Facilities

	Joint Use Facility Location	Partnership
	Indian River Community College (St. Lucie West Campus)	Florida Atlantic University
	Lake-Sumter Community College (South Lake Campus)	University of Central Florida
	Miami Dade Community College (Wolfson Campus)	New World School Art – Dade Co. School Board
	Okaloosa-Walton Community College (Ft. Walton Beach Campus)	University of West Florida
	Polk Community College (Lakeland Campus)	University of South Florida
	St. Johns River Community College (Orange Park Campus)	Clay County School Board
7. What are the applicable statutes and laws?	<p>Section 1013.52, F.S. -- Cooperative development and use of facilities by two or more boards.</p> <p>Section 1013.75, F.S. -- Cooperative funding of career center facilities.</p> <p>2007-08 General Appropriations Act, Specific Appropriation 33.</p>	
8. Where can I get additional information?	<p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>	



Schools & Learning Council
Postsecondary Remediation

Fact Sheet

January 2008

1. What is postsecondary “remedial” education?	Within Florida's postsecondary educational system, "remedial education" is synonymous with "college-preparatory" instruction. Current law defines "college-preparatory instruction" as "courses through which a high school graduate who applies for a college credit program may attain the communication and computation skills necessary to enroll in college credit instruction."
2. Who takes college-prep courses?	In 2005-2006, public high school graduates enrolling within three years of high school graduation accounted for 38.7% of the FTE produced in college prep courses offered by community colleges. Other students enrolling in college-prep courses include returning adults in need of refresher courses prior to enrolling in college credit courses and students who graduated from private high schools.
3. How is student readiness for college tested?	Performance in reading, writing/language, or mathematics for each student is gauged by scores on the Florida College Placement Test (CPT), the SAT, or the ACT. Students are considered “ready” for college in each of the three areas if scores on one of those three exams meet the required score of competency for each given area. For example, if a student receives a verbal score of 450 and a math score of 400 on the SAT, the student would be considered “ready” for college in reading and writing/language but in need of remediation in math (threshold for each is 440).
4. Who offers postsecondary remedial education?	Florida community college or state university students who score below standardized passing scores on the Common Placement Test (or other comparable exam) must enroll in college-preparatory or other adult education courses to develop needed college-entry skills. Community colleges must advise students of alternative methods of meeting remedial education needs, such as using instruction from private providers. Community colleges may provide the remedial instruction on state university campuses. FAMU is the only state university statutorily authorized to offer college-prep instruction.
5. What is the cost of remediation to the student?	The first two times a student enrolls in a remedial course, he or she pays the normal fee. If the course is taken a third time, the student must pay 100% of the cost of instruction. This policy is consistent with the policy for students enrolled in college credit courses.

Postsecondary Remediation

<p>6. What information is available regarding the preparedness of Florida's public high school graduates?</p>	<p>Current law requires the Commissioner of Education to report annually on the performance of public high school students who enroll in public postsecondary institutions. Two sets of reports are readily available on the Department of Education's website http://www.fldoe.org/articulation/ -- a report on the performance of public high school graduates on common placement tests and the high school feedback report. These reports include data for all students who graduate from a Florida public high school and enter a public postsecondary institution. These reports do <i>not</i> include graduates who do not go to college; graduates who attend private or out-of-state colleges; transfer students; casual or non-degree-seeking students; students who take time off between high school and college; GED or non-standard diploma recipients; or private high school graduates. The reports are based on data provided by the state universities, public community colleges, and state-supported postsecondary vocational-technical centers. The report on performance on the Common Placement Test is on the website at http://www.fldoe.org/articulation/perCPT/.</p> <p>The reports indicate the number of prior year graduates who enrolled in public postsecondary institutions in Florida during the previous academic year and the number of these students whose scores on the entry-level placement tests indicate readiness for postsecondary education or the need for remediation. Each school district and high school must use these annual feedback reports to develop school improvement plan strategies aimed at improving student readiness for postsecondary education. Feedback reports are on the website at: http://data.fldoe.org/readiness/.</p>
<p>7. How many students need postsecondary remedial education?</p>	<p>Of the 2004-2005 high school graduates tested in all three areas, 40,432 or 57.8% were considered "ready" in all three subject areas.</p>
<p>8. What is the cost to the state to provide remedial instruction?</p>	<p>According to the Department of Education, the direct cost to the state for college-prep instruction at public community colleges was \$49.7 million for 2005-06.</p> <p>According to the Board of Governors, the direct cost to the state for college-prep instruction at public state universities was \$1.2 million for 2005-06.</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1004.02(11), F.S. -- Definition of "college-preparatory instruction." Section 1004.93, F.S. -- Adult general education. Section 1008.30, F.S. -- Common placement testing for public postsecondary education. Section 1008.37, F.S. -- Postsecondary feedback of information to high schools. Section 1009.28, F.S. -- Fees for repeated enrollment in</p>

Postsecondary Remediation

	<p>college-preparatory classes.</p> <p>Rule 6A-10.0315 -- College Preparatory Testing Placement and Instruction.</p> <p>Rule 6A-10.038 -- Postsecondary Feedback of Student Information to High Schools.</p>
10. Where can I get additional information?	<p>Florida Department of Education Division of Community Colleges (850) 245-0407</p> <p>Florida Department of Education Office of Articulation (850) 245-0427 www.fldoe.org/articulation/college.asp</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council

Access to Baccalaureate Degree Programs at Community Colleges

Fact Sheet

January 2008

<p>1. Why is it important to provide access to baccalaureate degrees on community college campuses?</p>	<p>Providing access to baccalaureate degree programs on community college campuses improves the state’s ability to meet local workforce needs and provide choices for students.</p>
<p>2. What is the process a community college must follow to obtain SBE approval to offer baccalaureate degrees?</p>	<p>The SBE provides the review and approval of proposals by community colleges to offer baccalaureate degree programs.</p> <p>A community college that plans to submit a proposal to deliver a specified baccalaureate degree program must submit notice of its intent to the SBE at least 90 days prior to submitting the proposal. The notice must include a brief description of the program that will be proposed and an estimated timeframe for implementation. The SBE must advise state universities and each regionally accredited private college and university that is chartered in and has its primary campus located in the state of the community college’s notice of intent. State universities have 60 days to submit an alternative proposal to offer the baccalaureate degree program on the community college campus. If the SBE does not receive a proposal from a state university within the 60-day period or if the university proposal is not approved, the SBE must provide the regionally accredited private colleges and universities 30 days to submit an alternative proposal.</p> <p>The community college’s proposal must document demand for the program, unmet need for graduates of the proposed program, and adequate resources to deliver the program.</p> <p>A community college that is approved to offer baccalaureate degrees remains under the authority of the SBE and the community college’s board of trustees.</p>
<p>3. In what ways do community colleges provide access to baccalaureate degrees on their campuses?</p>	<p>Community colleges that wish to provide access to baccalaureate degrees can partner with another postsecondary institution for the delivery of specified baccalaureate degree programs.</p> <p>With the exception of St. Petersburg College, community colleges may also submit proposals to the State Board of Education (SBE) to offer baccalaureate degree programs that meet local workforce needs. Community Colleges may</p>

Access to Baccalaureate Degree Programs at Community College

	<p>also submit proposals for programs in math and science to prepare graduates to enter a teaching position in math or science.</p> <p>St. Petersburg College is authorized by law to offer baccalaureate degrees in nursing, elementary education, special education, secondary education, and additional Bachelor of Applied Science programs in fields selected by its board of trustees.</p>
<p>4. Can a community college that offers a baccalaureate degree change its primary mission?</p>	<p>No. The primary mission of the community colleges that offer baccalaureate degree programs must remain the provision of associate degrees that provide access to a university. A community college may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer selected baccalaureate programs.</p>
<p>5. Are there additional accreditation requirements when offering specified baccalaureate degree programs?</p>	<p>Yes. A community college that has been approved by the SBE or the Legislature to award baccalaureate degrees must pursue Level 2 accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools.</p>
<p>6. May a community college that offers baccalaureate degrees offer <i>any</i> baccalaureate degree programs?</p>	<p>No. Community colleges that have received approval to offer baccalaureate degree programs through the SBE's approval process may only offer those programs that have been approved by the SBE.</p> <p>St. Petersburg College was originally authorized to offer baccalaureate degrees in nursing, elementary education, special education and secondary education and to offer additional baccalaureate degree programs four years after first being accredited to offer baccalaureate degrees. St. Petersburg College is now offering Bachelor's of Applied Science degrees in the following areas: veterinary technology and public safety administration; banking, dental hygiene, international business, orthotics and prosthetics, paralegal studies, public safety administration, and technology management.</p>
<p>7. What baccalaureate degrees are currently being offered by community colleges pursuant to SBE approval?</p>	<p>The SBE has approved baccalaureate degree programs at six community colleges. These include:</p> <p>Chipola College</p> <ul style="list-style-type: none"> Bachelor of Science <ul style="list-style-type: none"> • Middle School Science Education • Middle School Mathematics Education • Secondary Education Biology • Secondary Education Mathematics Bachelor of Applied Science <ul style="list-style-type: none"> • General Business Management

Access to Baccalaureate Degree Programs at Community College

	<p>Daytona Beach Community College Bachelor of Applied Science <ul style="list-style-type: none"> • Supervision and Management </p> <p>Edison College Bachelor of Science <ul style="list-style-type: none"> • Secondary Mathematics Education • Secondary Biology Education Bachelor of Applied Science <ul style="list-style-type: none"> • Public Safety Management </p> <p>Indian River Community College Bachelor of Science <ul style="list-style-type: none"> • Nursing • Secondary Biology Education • Middle Grades Science Education • Secondary Mathematics Education • Middle Grades Mathematics Education • Exceptional Student Education w/ESOL Endorsement Bachelor of Applied Science <ul style="list-style-type: none"> • Organizational Management </p> <p>Miami Dade College Bachelor of Science <ul style="list-style-type: none"> • Secondary Science Education – Biology Concentration • Secondary Science Education – Chemistry Concentration • Secondary Science Education Earth Science Concentration • Exceptional Student Education • Secondary Mathematics Education • Secondary Science Education – Physics Concentration • Nursing Bachelor of Applied Science <ul style="list-style-type: none"> • Public Safety Management </p> <p>Okaloosa-Walton College Bachelor of Science <ul style="list-style-type: none"> • Elementary Education • Middle Grades Math/Science Education Bachelor of Applied Science <ul style="list-style-type: none"> • Project and Acquisitions Management </p> <p>Florida Community College at Jacksonville Bachelor of Applied Science <ul style="list-style-type: none"> • Fire Science </p>
8. What fees are authorized for baccalaureate-degree	Tuition and out-of-state fees for upper-division courses must reflect the fact that the community college has a less

Access to Baccalaureate Degree Programs at Community College

<p>level programs at community colleges?</p>	<p>expensive cost structure than that of a state university. Therefore, the board of trustees may establish tuition and out-of-state fees for upper-division courses in baccalaureate degree programs that are consistent with law and proviso language in the General Appropriations Act.</p> <p>Proviso language in the 2007 Special Appropriations Act (ch. 2007-326, L.O.F) and Senate Bill 8C (ch. 2007-329, L. O.F.) establishes the sum of the tuition and the technology fee for baccalaureate programs at \$65.47 per credit hour for residents effective January 1, 2008. The sum of tuition, the technology fee, and the out-of-state fee per credit hour for nonresidents may be no more than 85 percent of the sum of tuition and out-of-state fee per credit hour at the state university nearest the community college.</p> <p>Beginning with the FY 2008-09 and each year thereafter, the sum of the tuition and the technology fee for residents for tuition purposes, and the sum of the standard tuition, the technology fee and the out-of-state fee for nonresidents for tuition purposes will increase at the beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General Appropriations Act.</p>
<p>9. What are the applicable statutes and laws?</p>	<p>Section 1001.03, F.S. – Specific Powers of State Board of Education. Section 1004.73, F.S. – St. Petersburg College. Section 1007.22, F.S. – Articulation; postsecondary institution coordination and collaboration. Section 1007.33, F.S. – Site-determined baccalaureate degree access.</p> <p>2007 – 2008 General Appropriations Act (ch. 2007-72, L.O.F.), Specific Appropriation 130. 2007 Special Appropriations Act (ch. 2007-326, L.O.F.) Specific Appropriation 68 and 68A.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Division of Community Colleges (850) 245-0407</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council

Economic Development Programs for Postsecondary Education Institutions

Fact Sheet

January 2008

<p>1. What is economic development?</p>	<p>Economic development involves a spectrum of state and local government officials, businesses, academic institutions, and other stakeholders who develop policies and strategies to provide economic opportunities for all Floridians. Economic development efforts in Florida are focused on diversifying the state’s economy by creating high-skill, high-wage jobs in targeted industries.</p>
<p>2. How do Florida’s colleges and universities participate in economic development?</p>	<p>Florida’s public and private postsecondary education institutions are integral partners in state, regional, and local economic development initiatives. Colleges and universities provide the necessary education and training for Florida’s workforce. Community colleges work closely with their local business communities to provide curricula and training to meet the needs of local industries. The state’s research universities provide cutting-edge research and help Florida businesses develop new technologies for the marketplace.</p>
<p>3. What are some of the statewide economic development efforts in which colleges and universities participate?</p>	<p>Over the past several years, the Legislature has created and funded a number of initiatives to enable the state’s postsecondary education institutions to participate in statewide economic development efforts. Such initiatives include:</p> <p><u>World Class Scholars Program:</u> State matching funds enable state universities to recruit leading scientists and researchers from around the world.</p> <p><u>Centers of Excellence Program:</u> State funding helps universities and other research entities to leverage public and private funds to build infrastructure to support research and development initiatives.</p> <p><u>State University System Research & Economic Development Investment Program:</u> State matching funds assist state universities in constructing state-of-the-art facilities and acquiring specialized equipment for science and high-technology research programs.</p> <p><u>State University Research Commercialization Assistance Grant Program:</u> Early stage capital funds promote the commercialization of state university research products.</p> <p><u>Employ Florida Banner Center Program:</u> State funds establish training Centers throughout the state to support</p>

Economic Development Programs for Postsecondary Education Institutions

	<p>workers in critical industries.</p> <p><u>SUCCEED, Florida</u>: State funds provide competitive grants to public and private postsecondary institutions to increase the state's capacity to train workers in critical fields such as nursing, allied health, teacher education, manufacturing technology, and aerospace technology.</p> <p><u>Ready to Work Certification Program</u>: State funds provide a statewide certification system to enhance the workplace skills of Florida's citizens and to connect employers, jobseekers, workforce development, and education partners in building a skilled workforce.</p> <p><u>Unique Opportunities</u>: State funds enable Florida's postsecondary education institutions to take advantage of unique opportunities to assist with the state's economic development initiatives. Some of these opportunities include the acquisition of the Institute of Human Genomics by the University of Miami; the partnership between the University of Central Florida and the Burnham Research Institute; and the partnership between the Harbor Branch Oceanographic Institute and Florida Atlantic University.</p>
<p>4. How many Centers of Excellence have been created?</p>	<p>Nine Centers of Excellence have been established throughout the state:</p> <ul style="list-style-type: none"> • Advanced Materials - Florida State University • Biomedical & Marine Biotechnology - Florida Atlantic University • Biomolecular Identification & Targeted Therapeutics - University of South Florida • Energy Technology Incubator - University of Florida • Laser Technology - University of Central Florida • Nano-Bio Sensors - University of Florida • Ocean Energy Technology - Florida Atlantic University • Photonics - University of Central Florida • Regenerative Health Biotechnology - University of Florida
<p>5. How many World Class Scholars have relocated to a Florida state university?</p>	<p>This program has enabled state universities to recruit 26 top researchers and scientists to Florida. Participating universities include:</p> <ul style="list-style-type: none"> • University of Florida: 7 scholars in the areas of engineering, neuroscience, genomics, genetics, microbiology, and immunology. • Florida State University: 5 scholars in the areas of engineering, superconductivity, neuroscience, molecular biology, and genetics. • University of South Florida: 7 scholars in the areas of

Economic Development Programs for Postsecondary Education Institutions

	<p>biomolecular science, developmental pediatrics, infectious disease, oncology, and oceanography.</p> <ul style="list-style-type: none"> • Florida Atlantic University: 1 scholar in biomedical sciences. • University of Central Florida: 4 scholars in the areas of engineering, renewable energy, optics and photonics, and fuel cell technology. • Florida International University: 2 scholars in nanotechnology.
<p>6. How many Employ Florida Banner Centers have been established?</p>	<p>Workforce, Florida, has utilized state and federal funds to establish the following ten Banner Centers throughout Florida:</p> <ul style="list-style-type: none"> • Aviation/Aerospace - Florida Community College at Jacksonville and Brevard Community College • Biotechnology - University of Florida • Career Academies - Okaloosa County School District • Construction - Santa Fe Community College • Energy - Lake-Sumter Community College • Financial Services - Miami Dade College • Health Sciences - Valencia Community College • Homeland Security - Indian River Community College • Logistics & Distribution - Lake City Community College • Manufacturing - Hillsborough Community College
<p>7. How much state funding is provided to postsecondary education institutions participating in economic development efforts?</p>	<p>For Fiscal Year 2007-08, the Legislature appropriated nearly \$278 million to Florida's postsecondary education institutions in support of the state's economic development efforts. Funding includes:</p> <ul style="list-style-type: none"> • Centers of Excellence Program - \$91.5 million • State University Research Commercialization Assistance Grant Program - \$2.0 million • SUCCEED, Florida - \$29.2 million • Ready to Work Program - \$14.8 million • University of Miami/ Institute of Human Genomics - \$80 million • Florida Atlantic University/ Harbor Branch Oceanographic Institute Partnership - \$53.1 million • Florida Atlantic University/ Torrey Pines Institute Partnership - \$6 million • University of Central Florida/ Burnham Research Institute Partnership - \$1.3 million
<p>8. What are some examples of public-private research partnerships that these programs have fostered?</p>	<p>Funding provided through these programs has enabled Florida's universities to partner with leading biomedical research organizations on various research and development projects in an effort to broaden the state's economy. Some of the private partners include:</p>

Economic Development Programs for Postsecondary Education Institutions

	<p><u>Scripps Research Institute</u>: opened a branch campus on the Jupiter campus of Florida Atlantic University to focus on basic biomedical science, drug discovery, and technology development.</p> <p><u>Burnham Research Institute</u>: currently establishing a campus in conjunction with the University of Central Florida Health Sciences Campus at Lake Nona in Orlando to conduct diabetes and obesity research and develop new treatments.</p> <p><u>Torrey Pines Institute</u>: relocating its headquarters from San Diego to Port St. Lucie to conduct research on human diseases including multiple sclerosis, cancer, and heart disease.</p> <p><u>SRI International</u>: opening a new marine technology research facility in St. Petersburg to focus on the development of technologies related to ocean science, the maritime industry, and port security.</p>
<p>9. What are the applicable statutes and laws?</p>	<p>Section 1004.226, F.S. -- 21st Century Technology, Research, and Scholarship Enhancement Act.</p> <p>Section 1004.635, F.S. -- State University System Research and Economic Development Investment Program.</p> <p>Sections 2 and 5, chapter 2007-189, L.O.F -- State University Research Commercialization Assistance Grants Program.</p> <p>2007-2008 General Appropriations Act, specific appropriations 27, 123A, 127, 128A, 156, 154A, and 2757, chapter 2007-72, L.O.F.</p> <p>2007-2008 Special Appropriations Act, specific appropriations 84 and 95B, chapter 2007-326, L.O.F.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Board of Governors http://www.flbog.org/irm/21stCentury (850) 245-0467</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>

Postsecondary Education
Tuition/Financial Assistance



Schools & Learning Council

Fact Sheet

**Postsecondary Tuition & Fee Policy
-- Public Community Colleges**

January 2008

<p>1. What are the fees a student must pay to enroll in a college credit course at a public community college?</p>	<p>A student who enrolls in a college credit course or noncollege credit college-preparatory course at a public community college must pay tuition. If the student is not classified as a resident for tuition purposes, an additional out-of-state fee is required. The student may also be required to pay a capital improvement fee, a financial aid fee, a student activity and service fee, and a technology fee.</p>
<p>2. What is tuition?</p>	<p>“Tuition” is the basic fee charged to a student for instruction provided by a Florida public postsecondary educational institution.</p> <p>Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a college-prep or college-credit course at a public community college must pay the tuition assessed by the institution. (Refer to Question 11 for a discussion of the fee exemption.)</p>
<p>3. What is the out-of-state fee?</p>	<p>The out-of-state fee is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a student who does not qualify for the in-state tuition rate. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a nonresident for tuition purposes who enrolls in a college-prep or college-credit course at a public community college must pay the out-of-state fee assessed by the institution.</p> <p>Except as otherwise provided in law, the sum of nonresident student tuition and out-of-state fees must be sufficient to defray the full cost of each program.</p>
<p>4. Who establishes the tuition and fees?</p>	<p>Proviso language in the 2007 Special Appropriations Act (ch. 2007-326, L.O.F.) and Senate Bill 8C (ch. 2007-329, L.O.F.) establish the standard tuition and technology fee per credit hour for the following community college programs: advanced and professional, postsecondary vocational, college preparatory, and educator preparation institutes at \$51.35 per credit hour for residents for tuition purposes, effective January 1, 2008. For nonresidents for tuition purposes, the sum of tuition, the technology fee, and the out-of-state fee is \$154.14 per credit hour.</p> <p>Beginning with the FY 2008-09 and each year thereafter, the sum of the standard tuition and the technology fee for residents for tuition purposes, and the sum of the standard</p>

Postsecondary Tuition & Fee Policy – Public Community Colleges

	<p>tuition, the technology fee and the out-of-state fee for non residents for tuition purposes will increase at the beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General Appropriations Act.</p> <p>Each community college board of trustees must establish tuition and fees that may vary no more than 10% below and 15% above the combined total of the standard tuition and technology fee. (Refer to Question 10 for a discussion of the technology fee.)</p> <p>Any amount 10-15% above the standard tuition and technology fee must be used only to support safety and security purposes. In order to assess an additional amount for safety and security purposes, the community college board must provide written justification to the State Board of Education.</p> <p>A community college board of trustees that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p> <p>Community college boards of trustees are authorized by statute to establish an activity & service fee, financial aid fee, capital improvement fee, and technology fee. (Refer to Questions 7, 8, 9 & 10 for a discussion of these types of fees.)</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student’s parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student’s dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard’s tuition assistance program.

Postsecondary Tuition & Fee Policy – Public Community Colleges

	<ul style="list-style-type: none"> • Active duty members of the Armed Services, their spouses, and dependents who attend a public community college or state university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida. • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed. • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and dependent children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense School or in an American International school and enroll in a graduate level education program that leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses and dependent children. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Full-time students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Active duty members of a foreign nation’s military who are serving as liaison officers and are residing or stationed in this state, and their spouses and dependent children who attend a public community college or state university within 50 miles of the military establishment where they are stationed. • Southern Regional Education Board’s Academic Common Market graduate students attending Florida’s state universities. • McKnight Doctoral Fellows and Finalists who are U.S. citizens.
<p>7. What is the activity and service fee?</p>	<p>Each community college board of trustees may establish an activity and service fee not to exceed 10% of tuition to provide student services and programs to benefit the student body in general. Examples of uses of these fees include student publications and grants to duly recognized student organizations.</p>

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<p>8. What is the financial aid fee?</p>	<p>Each community college board of trustees may establish a financial aid fee of up to 5% of the total tuition or out-of-state fees collected. Colleges may collect an additional 2% if the total revenue generated by the financial aid fee is less than \$250,000.</p> <p>Up to 25% of the financial aid fee revenues or \$300,000, whichever is greater, may be used to support students who demonstrate academic merit or participate in athletics, public service, cultural arts, or other extracurricular programs. A minimum of 75% of the remaining financial aid fee revenues for new awards must be awarded based on absolute need and the remainder may be used for merit and other purposes approved by the board of trustees. Financial aid fee revenues may not be used for direct or indirect administrative purposes or salaries.</p>
<p>9. What is the capital improvement fee?</p>	<p>Each community college board of trustees may establish a separate fee for capital improvements which may not exceed 10 percent of tuition for resident students or 10 percent of the sum of tuition and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year. The fee may be used to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.</p>
<p>10. What is the technology fee?</p>	<p>Each community college board of trustees is authorized to establish a separate technology fee to support the implementation of technology improvement plans. The fee may not exceed \$1.80 per credit hour for residents and \$5.40 per credit hour for non-residents. This fee may apply to both college-credit and college-preparatory instruction. Half of the fee revenues may be pledged as a dedicated source for the repayment of debt, but revenues from the technology fee may not be bonded.</p>
<p>11. Under what conditions is a student eligible for a fee exemption or a fee waiver?</p>	<p>Certain students are provided fee exemptions pursuant to statute, including students who are dually enrolled and WAGES clients.</p> <p>The following students are exempt from the payment of tuition and fees, including lab fees:</p> <p><u>Fee Exemptions</u></p> <ul style="list-style-type: none"> • A student enrolled in adult basic, adult secondary, or career-preparatory instruction, who does not have a high school diploma or its equivalent. • A student enrolled in adult basic, adult secondary, or career-preparatory instruction who has a high school diploma or its equivalent, and who has academic skills at or below the eighth grade level.

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	<ul style="list-style-type: none"> • A student enrolled in a dual enrollment or articulated acceleration mechanisms programs. • A student enrolled in an approved apprenticeship program. • A student who is or was at the time he or she reached 18 years of age in the custody of the Department of Children and Family Services or a relative, who is adopted from the Department of Children and Family Services after May 5, 1997, or who after spending at least 6 months in the custody of the department after reaching 16 years of age, was placed in a guardianship by the court. However, the exemption remains valid for no more than 4 years after the date of graduation from high school. • A student enrolled in an employment and training program under the welfare transition program. <p>Each community college is authorized to grant student fee exemptions from all fees adopted by the State Board of Education and the community college board of trustees for up to 40 full-time equivalent students at each institution.</p> <p><u>Fee Waivers</u></p> <ul style="list-style-type: none"> • Community colleges are authorized to waive fees for any fee-nonexempt student. The total value of the fee waivers granted may not exceed the amount established annually in the General Appropriations Act. For FY 2007-08, the value is up to 8 percent of the fee revenue that would otherwise be collected (2007 – 08 General Appropriations Act, Specific Appropriation 129). • The spouses of deceased state employees are entitled to a full waiver of student fees for up to 80 semester hours in any community college. • Certain active members of the Florida National Guard qualify for 100-percent tuition waiver. • Community colleges are authorized to waive undergraduate tuition for each recipient of a Purple Heart or another combat decoration superior in precedence. The waiver is applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled.
<p>12. Are community colleges authorized to assess any fees in addition to those required to enroll in a course?</p>	<p>Yes. Community college boards of trustees are authorized to establish a number of user fees and fines. These include, but are not limited to, application fees, parking fees, and lab fees. The user fees and fines are not to exceed the cost of the services provided and are only to be charged to persons receiving the service.</p>

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<p>13. What fees are authorized for baccalaureate-degree level programs at community colleges?</p>	<p>Tuition and out-of-state fees for upper-division courses must reflect the fact that the community college has a less expensive cost structure than that of a state university. Therefore, the board of trustees may establish tuition and out-of-state fees for upper-division courses in baccalaureate degree programs that are consistent with law and proviso language in the General Appropriations Act.</p> <p>Proviso language in the 2007 Special Appropriations Act (ch. 2007-326, L.O.F) and Senate Bill 8C (ch. 2007-329, L.O.F.) establish the sum of the tuition and the technology fee for baccalaureate programs at \$65.47 per credit hour for residents effective January 1, 2008. The sum of tuition, the technology fee, and the out-of-state fee per credit hour for nonresidents will be no more than 85 percent of the sum of tuition and out-of-state fee per credit hour at the state university nearest the community college.</p> <p>Beginning with the FY 2008-09 and each year thereafter, the sum of the standard tuition and the technology fee for residents for tuition purposes, and the sum of the standard tuition, the technology fee and the out-of-state fee for nonresidents for tuition purposes will increase at the beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General Appropriations Act.</p>
<p>14. What are the applicable statutes and laws?</p>	<p>Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.23, F.S. -- Community college student fees. Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.</p> <p>Section 3 of ch. 2007-329, L.O.F. Special Appropriations Act (ch. 2007-326, L.O.F.) Specific Appropriations 67 and 68.</p>
<p>15. Where can I get additional information?</p>	<p>Florida Department of Education Division of Community Colleges (850) 245-0407 www.fldoe.org/cc</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Postsecondary Tuition & Fee Policy
-- State Universities

Fact Sheet

January 2008

<p>1. What are the fees a student must pay to enroll in a course at a public university?</p>	<p>A student who enrolls in a course at a public university must pay tuition. If the student is not classified as a resident for tuition purposes, an additional out-of-state fee is required. The student may also be required to pay a building fee, a Capital Improvement Trust Fund Fee, a financial aid fee, an activity and service fee, an athletic fee, and a health fee. (Refer to Question 11 for a discussion of other fees a student may be required to pay.)</p>
<p>2. What is tuition?</p>	<p>“Tuition” means the basic fee charged to a student for instruction provided by a Florida public postsecondary educational institution.</p> <p>Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a course at a state university must pay the tuition assessed by the institution. Each university board of trustees is authorized to waive tuition for purposes that support and enhance the mission of the university. All fees waived must be based on policies that are adopted by university boards of trustees pursuant to rules adopted by the Board of Governors.</p>
<p>3. What is the out-of-state fee?</p>	<p>The “out-of-state fee” is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a student who does not qualify for the in-state tuition rate. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a nonresident for tuition purposes who enrolls in a course at a state university must pay the out-of-state fee assessed by the institution.</p> <p>Each university board of trustees is authorized to waive out-of-state fees for purposes that support and enhance the mission of the university. All fees waived must be based on policies that are adopted by university boards of trustees pursuant to rules adopted by the Board of Governors.</p> <p>A university board of trustees may also waive the out-of-state fees for nondegree-seeking students enrolled at a state university if the credit hours are nonfundable and the direct cost for the program of study is recovered from fees charged to all students.</p>
<p>4. Who establishes tuition and fees?</p>	<p>Proviso language in the 2007 Special Appropriations Act (ch.2007-326, L.O.F.) and Senate Bill 8C (ch. 2007-329,</p>

	<p>L.O.F.) establishes resident undergraduate tuition for lower-level and upper-level coursework at \$77.39 per credit hour effective January 1, 2008. Beginning with FY 2008-2009, resident undergraduate tuition per credit hour must increase at the rate of inflation, unless otherwise provided in the General Appropriations Act.</p> <p>Section 1009.24 (4) (c), F.S., authorizes the Board of Governors, or the board’s designee, to establish tuition for graduate and professional programs, and out-of-state fees for all programs. The sum of tuition and out-of-state fees assessed to nonresident students must be sufficient to offset the full instructional cost of serving such students. However, any adjustments to out-of-state fees or tuition for graduate and professional programs requirement may not exceed 10 percent in any year.</p> <p>A university that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p> <p>The building fee is established in statute at \$2.32 per student credit hour. The Capital Improvement Trust Fund fee is established in statute at \$2.44 per student credit hour.</p> <p>University boards of trustees are authorized to collect a financial aid fee that is capped at 5% of the tuition and out-of-state fee.</p> <p>University boards of trustees are authorized to establish separate activity and service, health, and athletic fees. The sum of the activity and service fee, health fee, and athletic fee is capped at 40% of the tuition established in law or in the General Appropriations Act. Within the 40% cap, universities may not increase the aggregate sum of these three fees more than 5% per year unless specifically authorized in law or in the General Appropriations Act. A university may exceed both of these caps if the university is increasing its athletic fee to defray costs associated with changing NCAA divisions. Such an increase cannot exceed \$2 per credit hour.</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student’s parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining</p>

	<p>a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student's dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard's tuition assistance program. • Active duty members of the Armed Services and their spouses and dependents who attend a public community college or state university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida. • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed. • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense Dependent School or in an American International School and who enroll in a graduate level education program which leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses and children. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Full-time students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities. • McKnight Doctoral Fellows and Finalists who are U.S. citizens. • Active duty members of a foreign nation's military who are serving as liaison officers and are residing or

Postsecondary Tuition and Fee Policy – State Universities

	<p>stationed in this state, as well as their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed.</p>
<p>7. What is the financial aid fee?</p>	<p>Universities are authorized to charge a financial aid fee to provide funds for financial aid awards. A minimum of 75% of funds from the financial aid fee used for new awards must provide aid based on absolute need. Universities are permitted to use funds from the financial aid fee for administrative purposes.</p>
<p>8. What is the activity & service fee?</p>	<p>The activity & service fee is a local fee charged by the university to provide student services and programs that benefit the student body in general. This includes, but is not limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university. The student government association determines the allocation and expenditure of revenues from the activity and service fee, although the university president has line item veto authority.</p>
<p>9. What is the athletic fee?</p>	<p>The athletic fee is a local fee charged by the university to provide funding for intercollegiate athletic programs.</p>
<p>10. What is the health fee?</p>	<p>The health fee is a local fee charged by the university to provide basic health care services to students.</p>
<p>11. What other fees are authorized in statute?</p>	<p>Each university board of trustees is also authorized by statute to establish any of the following fees that are often described as “user fees”: a nonrefundable application fee; an orientation fee; a fee for security, access, or identification cards; registration fees for audit and zero-hours registration; a service charge for the payment of tuition in installments; a late-registration fee; a late-payment fee; a fee for miscellaneous health-related charges for services provided at cost by the university health center which are not covered by the health fee; materials and supplies fees; housing rental rates and miscellaneous housing charges; a charge representing the reasonable cost of efforts to collect payment of overdue accounts; a service charge on university loans in lieu of interest and administrative handling charges; a fee for off-campus course offerings; library fees and fines; fees relating to duplicating, photocopying, binding, and microfilming; copyright services; standardized testing; fees and fines relating to the use, late return, and loss and damage of facilities and equipment; a returned-check fee; traffic and parking fines, charges for parking decals, and transportation access fees; fee for child care; and fees for transcripts and diploma replacement.</p> <p>Beginning with the fall term of the 2009-2010 academic year, each university board of trustees is authorized to establish a technology fee of up to 5% of the tuition per credit hour to enhance instructional technology resources for students and</p>

	<p>faculty.</p> <p>Each university board of trustees is authorized to establish a nonrefundable admissions deposit not to exceed \$200.</p> <p>The Board of Governors may establish a tuition differential for eligible institutions. (Refer to the Tuition Differential Fact Sheet).</p>
<p>12. Under what conditions is a student eligible for a fee exemption or a fee waiver?</p>	<p><u>Fee Exemptions</u></p> <p>The following students are exempt from the payment of tuition and fees, including lab fees:</p> <ul style="list-style-type: none"> • A student enrolled in adult basic, adult secondary, or career-preparatory instruction who does not have a high school diploma or its equivalent. • A student enrolled in adult basic, adult secondary, or career-preparatory instruction who has a high school diploma or its equivalent and who has academic skills at or below the eighth grade level. • A student enrolled in a dual enrollment or articulated acceleration mechanisms programs. • A student enrolled in an approved apprenticeship program. • A student or is or was at the time, he or she, reached 18 years of age in the custody of the Department of Children and Family Services or a relative, who is adopted from the Department of Children and Family Services after may 5, 1997, or who after spending at least 6 months in the custody of the department after reaching 16 years of age, was placed in a guardianship by the court. However, the exemption remains valid for no more than 4 years after the date of graduation from high school. • A student enrolled in an employment and training program under the welfare transition program. • A student who is a proprietor, owner, or worker of a company whose business has been at least 50 percent negatively financially impacted by the buy-out around Lake Apopka by the State of Florida. <p><u>Fee Waivers</u></p> <ul style="list-style-type: none"> • A state university may waive any or all application, tuition, and related fees for persons who supervise student interns for a state university. • A university board of trustees is authorized to permit full-time university employees who meet academic requirements to enroll for up to 6 credit hours of tuition-free courses per term on a space-available

	<p>basis.</p> <ul style="list-style-type: none"> • A state university may waive any or all application, tuition, and related fees for persons 60 years of age or older who are residents of this state and who attend classes on a space-available basis. No academic credit is awarded • Any graduate student enrolled in a state-approved school psychology training program may be entitled to a waiver of registration fees for internship credit hours applicable to an internship in the public school system under the supervision of a Department of Education certified school psychologist employed by the school system. • A university board of trustees may waive the out-of-state fees for nondegree-seeking students enrolled at a state university if the earned student credit hours generated by the students are nonfundable and the direct cost for the program of study is recovered from the fees charged to all students. • Certain active members of the Florida National Guard qualify for 100 percent tuition waiver. • State universities are authorized to waive undergraduate tuition for each recipient of a Purple Heart or another combat decoration superior in precedence. • Each university board of trustees is authorized to waive tuition and out-of-state fees for purposes that support and enhance the mission of the university.
<p>13. What are the applicable statutes and laws?</p>	<p>Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.24, F.S. -- State university student fees. Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.</p> <p>Section 5 of ch. 2007 – 322, L.O.F. Chapter 2007-326, L.O.F. -- General Appropriations Act. Specific Appropriation 87.</p>
<p>14. Where can I get additional information?</p>	<p>Board of Governors State University System of Florida (850) 245-0466 www.flbog.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Postsecondary Tuition & Fee
Policy -- Workforce Education

Fact
Sheet

January 2008

<p>1. What are the fees a student must pay to enroll in a workforce education course?</p>	<p>A student who enrolls in a workforce education program must pay tuition. If the student is not classified as a resident for tuition purposes an additional out-of-state fee is required. (Refer to question 3 for a discussion of the out-of-state fee.)</p> <p>School boards and community college boards of trustees are specifically authorized by statute to establish other fees that include, but are not limited to, a financial aid fee, a capital improvement fee, and a technology fee. If a school district or community college charges these fees, the student must pay these fees as well. (Refer to questions 7, 8 & 9 for a discussion of these types of fees.)</p>
<p>2. What is tuition?</p>	<p>“Tuition” means the basic fee charged to a student for instruction provided by a Florida public postsecondary educational institution.</p> <p>Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a workforce education course offered by a public community college or by a school district must pay the tuition assessed by that entity.</p>
<p>3. What is the out-of-state fee?</p>	<p>The “out-of-state” fee is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a student who does not qualify for the in-state tuition rate. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a nonresident for tuition purposes who enrolls in a workforce education course offered by a public community college or by a school district must pay the out-of-state fee assessed by that entity.</p>
<p>4. Who establishes the tuition and fees?</p>	<p>Proviso language in the 2007 Special Appropriations Act (ch. 2007-326, L.O.F.) and Senate Bill 8C (ch. 2007-329, L.O.F.) establish standard resident tuition, effective Jan. 1, 2008, at \$1.67 per contact hour for programs leading to a career certificate or an applied technology diploma and 83 cents for adult general education programs.</p> <p>Beginning with FY 2008-09 and each year thereafter, the standard resident tuition per contact hour will increase at the beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General</p>

Postsecondary Tuition & Fees—Workforce Education

	<p>Appropriations Act.</p> <p>Each school district and each community college board of trustees is authorized to adopt resident tuition that is within the range of 5 percent below to 5 percent above the standard tuition. The maximum increase in resident tuition for any school district or community college during FY 2007-2008 is 5 percent over the fee charged during FY 2006-2007.</p> <p>The State Board of Education must adopt by rule the definitions and procedures that school districts and community college boards of trustees are required to use in the calculation of cost borne by students. Except as provided by law, fees for students who are nonresidents for tuition purposes must offset the full cost of instruction.</p> <p>A district school board or community college board that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities. There is no specific statutory reference to school districts that offer postsecondary instruction.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student's parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student's dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard's tuition assistance program. • Active duty members of the Armed Services and their spouses and dependents who attend a public community college or state university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county

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	<p>contiguous to Florida.</p> <ul style="list-style-type: none"> • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed. • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense School and enroll in a graduate level education program that leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses and dependent children. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Full-time students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities. • McKnight Doctoral Fellows and Finalists who are U.S. citizens.
<p>7. What is the financial aid fee?</p>	<p>Each district school board and each community college board of trustees is authorized to establish a financial aid fee of up to 10% of the student fees collected for workforce education programs. Fee revenues must be used to support students enrolled in workforce education. Awards must be based on student need.</p>
<p>8. What is the capital improvement fee?</p>	<p>Each district school board and each community college board of trustees is authorized to establish a capital improvement fee of up to 5% of tuition for resident students and 5% of tuition and out-of-state fees for nonresidents to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.</p>

Postsecondary Tuition & Fees—Workforce Education

<p>9. What is the technology fee?</p>	<p>Each district school board and each community college board of trustees is authorized to establish a separate technology fee to support the implementation of technology improvement plans. This technology fee may apply only to associate degree programs and courses. The fee may not exceed \$1.80 per credit hour for residents and \$5.40 per credit hour for non-residents. Half of the fee revenues may be pledged by a community college board of trustees as a dedicated source for the repayment of debt, but revenues from the technology fee may not be bonded.</p>
<p>10. Under what conditions is a student eligible for a fee exemption or a fee waiver?</p>	<p><u>Fee Exemptions</u></p> <p>The following students are exempt from the payment of tuition and fees, including lab fees:</p> <ul style="list-style-type: none"> • A student enrolled in adult basic, adult secondary, or career-preparatory instruction who does not have a high school diploma or its equivalent. • A student enrolled in adult basic, adult secondary, or career-preparatory instruction who has a high school diploma or its equivalent and who has academic skills at or below the eighth grade level. • A student enrolled in a dual enrollment or articulated acceleration mechanisms programs. • A student enrolled in an approved apprenticeship program. • A student who is or was at the time he or she reached 18 years of age in the custody of the Department of Children and Family Services or a relative, who is adopted from the Department of Children and Family Services after May 5, 1997, or who after spending at least 6 months in the custody of the department after reaching 16 years of age, was placed in a guardianship by the court. However, the exemption remains valid for no more than 4 years after the date of graduation from high school. • A student enrolled in an employment and training program under the welfare transition program. <p>Each community college is authorized to grant student fee exemptions from all fees adopted by the State Board of Education and the community college board of trustees for up to 40 full-time equivalent students at each institution.</p> <p><u>Fee Waivers</u></p> <ul style="list-style-type: none"> • School districts and community colleges are authorized to waive fees for any fee-nonexempt

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	<p>student. The total value of the fee waivers granted may not exceed the amount established annually in the General Appropriations Act. For FY 2007-08, the value is up to 8 percent of the fee revenue that would otherwise be collected (2007 – 08 General Appropriations Act, Specific Appropriation 125).</p> <ul style="list-style-type: none"> • The spouses of deceased state employees are entitled to a full waiver of student fees for up to 80 semester hours in any community college. • Certain active members of the Florida National Guard qualify for 100-percent tuition waiver.
<p>11. How are fees for continuing workforce education determined?</p>	<p>Fees for continuing workforce education (CWE) are determined locally by the district school board or the community college board. At least 50% of the expenditures for CWE courses provided by the community college or school district must be derived from fees.</p>
<p>12. What are the applicable statutes and laws?</p>	<p>Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.22, F.S. -- Workforce education postsecondary student fees. Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.</p> <p>Special Appropriations Act (ch. 2007-326, L.O.F.). Specific Appropriation 65. Section 1 of ch. 2007 – 329, L.O.F.</p>
<p>13. Where can I get additional information?</p>	<p>Department of Education Division of Community Colleges (850) 245-0446 www.firn.edu/doe/workforce</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Tuition Differential -- State Universities

Fact Sheet

January 2008

<p>1. What is a “tuition differential”?</p>	<p>“Tuition differential” means the supplemental fee charged to a student for instruction provided by an eligible public university.</p>
<p>2. Who establishes the tuition differential?</p>	<p>Current law authorizes the Board of Governors (BOG) to establish a uniform maximum undergraduate tuition differential that does not exceed 40 percent of tuition for all universities that meet the criteria for Funding Level 1 under the State University System Research and Economic Development Investment Program.</p> <p>The BOG is also authorized to establish a uniform maximum undergraduate tuition differential that does not exceed 30 percent of tuition for all universities that meet the criteria for Funding Level 2 under the State University System Research and Economic Development Investment Program.</p> <p>The BOG must ensure that the maximum tuition differential it establishes for universities meeting the Funding Level 1 criteria is at least 30 percent greater than the maximum tuition differential the BOG establishes for universities that meet the Funding Level 2 criteria.</p>
<p>3. What are the criteria for Funding Level 1 of the State University System Research and Economic Development Investment Program?</p>	<p>The criteria for Funding Level 1 include the following:</p> <ul style="list-style-type: none"> • The number of nonprofessional doctoral degrees awarded each year must exceed 250. At least 25% of these degrees must be in a mathematics, science, technology, engineering, or health-related discipline. • The number of postdoctoral appointees must exceed 200. • The 4-year undergraduate graduation rate must equal 40 percent or higher. • Expenditures from externally awarded contracts and grants must be a minimum of \$100 million per year. • The university must have a proven track record of securing patents and licenses leading to products in the marketplace over the last 5 years. • At least 75 percent of the entering freshmen each year who are Florida residents must qualify for a Bright Futures scholarship. • The university must be classified as a “research university with very high research activity” according to the 2005 Carnegie Classifications.
<p>4. What are the criteria for</p>	<p>The criteria for Funding Level 2 include the following:</p>

<p>Funding Level 2 of the State University System Research and Economic Development Investment Program?</p>	<ul style="list-style-type: none"> • Expenditures from externally awarded contracts and grants must be a minimum of \$100 million per year. • The university must be classified as a “research university with very high research activity” according to the 2005 Carnegie Classifications.
<p>5. What are the conditions under which the tuition differential may be assessed by eligible universities?</p>	<p>The tuition differential is subject to the following conditions:</p> <ul style="list-style-type: none"> • The sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for these fees in the preceding fiscal year. • The tuition differential is not covered by Bright Futures. • Beneficiaries with prepaid tuition contracts for university plans which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential. • The tuition differential may not be charged to any student who was in attendance at the university before July 1, 2007, and who maintains continuous enrollment. • The tuition differential may be waived for students who meet the eligibility requirements for the Public Student Assistance Grant. • A university board of trustees that has been authorized by the BOG to establish a tuition differential may establish it at a rate lower than that authorized by the BOG, but may not exceed the maximum tuition differential established by the BOG
<p>6. Are there restrictions on the use of the revenues generated from the tuition differential?</p>	<p>Yes. The revenue generated from the tuition differential must be spent solely for improving the quality of direct undergraduate instruction and support services.</p>
<p>7. Is the tuition differential covered by the Florida Bright Futures Scholarship Program?</p>	<p>No. The tuition differential is not covered by Bright Futures.</p>
<p>8. Is the tuition differential covered by a contract with the Prepaid College Program?</p>	<p>Prior to July 1, 2007, the Prepaid College Board was authorized to offer advance payment contracts for a community college tuition plan, a university tuition plan, a community college plus university tuition plan, a university dormitory plan, and local fee plans.</p> <p>Beneficiaries with prepaid tuition contracts for university plans which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential.</p> <p>Effective July 1, 2007, the Prepaid College Board is authorized to provide advance payment contracts for a tuition differential fee plan. If the tuition differential fee plan is</p>

	<p>purchased for a beneficiary and the beneficiary decides to attend a public university that does not charge a tuition differential fee, a refund will be returned to the purchaser in an amount not to exceed the redemption value of the plan. The redemption value is defined as the average amount of tuition differential fees charged by the public universities at the time of the refund.</p>
<p>9. What are the applicable statutes?</p>	<p>Section 1004.635, F.S. -- State University System Research and Economic Development Investment Program. Section 1009.01, F.S. – Definitions. Section 1009.24, F.S. -- State university student fees. Section 1009.98, F.S. -- Stanley G. Tate Prepaid College Program.</p>
<p>10. Where can I get additional information?</p>	<p>Board of Governors State University System of Florida (850) 245-0466 www.flbog.org</p> <p>Florida Prepaid College Program 1-800-552-4723 www.florida529plans.com/Prepaid</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Bright Futures Scholarship Program

Fact Sheet

January 2008

1. What is Florida's Bright Futures Scholarship Program?	The Bright Futures Scholarship Program is a lottery-funded scholarship program created to reward Florida high school graduates who merit recognition for high academic achievement and enroll in a degree program, certificate program, or applied technology program at an eligible Florida postsecondary institution.
2. Who administers the Bright Futures Scholarship Program?	The Bright Futures Scholarship Program is administered by the Department of Education pursuant to the rules and procedures established by the State Board of Education.
3. What are the components of the Bright Futures Scholarship Program?	The Bright Futures Scholarship Program is an "umbrella" program providing three awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. (Refer to individual fact sheets for a detailed description of each award.)
4. What are the general eligibility criteria for a Bright Futures award?	A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program: <ul style="list-style-type: none">• Complete a Florida Financial Aid Application• Be a Florida resident• Earn a Florida high school diploma, or the equivalent• Enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester• Not have been found guilty of, or entered a plea of nolo contendere to, a felony charge• Commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty).
5. Where can a student use a Bright Futures award?	A student who receives a Bright Futures award may enroll in any of the following postsecondary education institutions: <ul style="list-style-type: none">• A Florida public university, community college, or career center.• An independent Florida college or university that is accredited by an accrediting association whose standards are comparable to the minimum standards required to operate an institution at that level in Florida, and which has operated in the state for at least three years.

Bright Futures Scholarship Program

	<ul style="list-style-type: none"> • An independent Florida postsecondary education institution that is licensed by the Commission for Independent Education (CIE) and that is authorized to grant degrees; is fiscally sound; and has operated in the state for at least three years without having its approval, accreditation, or license placed on probation. • A Florida independent postsecondary education institution that offers a nursing diploma approved by the Board of Nursing. • A Florida independent postsecondary education institution that is licensed by the CIE and is authorized to award certificates, diplomas, or credentials other than degrees; has a program completion and placement rate of at least the rate required in statute, the Florida Administrative Code, or the Florida Department of Education (DOE) for an institution at its level; is fiscally sound, and either: <ul style="list-style-type: none"> ○ Is accredited at the institutional level by an accrediting agency recognized by the US DOE and has operated in the state for at least three years during which there has been no complaint for which probable cause has been found; or ○ Has operated in Florida for five years during which there has been no complaint for which probable cause has been found. <p>A list of eligible institutions is available at the Florida DOE website link to Bright Futures. https://www.floridastudentfinancialaid.org/SSFAD/pdf/BF.06-07.pdf</p>
<p>6. How does a student apply for a Bright Futures award?</p>	<p>To be considered for a Bright Futures award, a student must complete a <i>Florida Financial Aid Application</i> by spring graduation. The same application form is used regardless of which award the student is seeking. The form may be completed on-line at www.floridastudentfinancialaid.org</p> <p>A hard copy application may be printed from the Florida Student Financial Aid website or obtained from a high school guidance counselor.</p>
<p>7. How much funding has been provided for the Bright Futures Scholarship Program?</p>	<p>The Legislature appropriated \$387,685,153 for the Bright Futures Scholarship Program for FY 2007-08.</p>
<p>8. What are the applicable statutes and laws?</p>	<p>Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program.</p> <p>Chapter 2007-72, L.O.F. -- General Appropriations Act.</p>

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	<p>Specific Appropriation 5.</p> <p>Chapter 2007-326, L.O.F. -- General Appropriations Act. Specific Appropriation 1.</p>
<p>9. Where can I get additional information?</p>	<p>A high school guidance counselor</p> <p>Department of Education Office of Student Financial Assistance 1-888-827-2004 (toll-free) (850) 410-5200 www.fldoe.org www.floridastudentfinancialaid.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Bright Futures Scholarship
Program -- Florida Academic
Scholars Award

Fact
Sheet

January 2008

1. What is the Florida Academic Scholars Award?	The Florida Academic Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to Bright Futures Scholarship Program Fact Sheet.)
2. What are the general eligibility criteria for a Bright Futures Award?	A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program: <ul style="list-style-type: none">• Complete a Florida Financial Aid Application.• Be a Florida resident.• Earn a Florida high school diploma, or the equivalent.• Enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester.• Not have been found guilty of, or entered a plea of nolo contendere to, a felony charge.• Commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty).
3. What are the specific eligibility requirements for the Florida Academic Scholars Award?	In addition to meeting the general eligibility criteria for a Bright Futures Award (Refer to Question 2) , a student must meet the following criteria to be considered for an Academic Scholars Award: <ul style="list-style-type: none">• Achieve a 3.5 weighted GPA using the 15 college preparatory credits listed in Question 4;• Perform 75 hours of community service; and• score a minimum 1270 SAT or 28 ACT (best composite score).
4. What are the 15 college-preparatory credits on which the GPA calculation is based?	<ul style="list-style-type: none">• 4 English (3 with substantial writing)• 3 Mathematics (Algebra I and above)• 3 Natural Science (2 with substantial lab requirements)• 3 Social Science (any)• 2 Foreign Language (in the same language) <p>A student may use up to 3 additional credits from courses in the academic areas listed above and/or Advanced Placement (AP), International Baccalaureate (IB), or AICE fine arts courses to raise his or her GPA.</p>
5. How are courses weighted for the GPA calculation?	Current law requires that grades earned in selected courses be weighted for purposes of calculating the GPA that is used to determine eligibility for a Bright Futures award.

BFSP -- Florida Academic Scholars Award

	<p>Additional weight of no more than 0.5 points per course is given to the following:</p> <ul style="list-style-type: none"> • Courses identified in the course code directory as AP, Pre-IB, IB, Pre-AICE or AICE; • Courses designated as academic dual enrollment courses in the statewide course numbering system; and • Other courses identified by the Department of Education as containing rigorous academic and performance standards.
<p>6. Are there other ways to qualify for a Florida Academic Scholars Award?</p>	<p>Yes. A student who performs 75 hours of community service and falls into one of the following categories may qualify for a Florida Academic Scholars Award:</p> <ul style="list-style-type: none"> • National Merit Scholar or Finalist, National Achievement Scholar or Finalist, or National Hispanic Scholar; • International Baccalaureate Diploma recipient or Advanced International Certificate of Education (AICE) Diploma recipient; • Student completes the IB curriculum or AICE curriculum and scores a minimum 1270 SAT or 28 ACT; • Student receives a GED with best composite score of a minimum 1270 SAT or 28 ACT and has a 3.5 weighted GPA in the 15 core credits; • Student is enrolled full time in an Early Admissions Program with best composite score of a minimum 1270 SAT or 28 ACT and a 3.5 weighted GPA in curriculum courses completed; • Student attends a home education program, registered with the district, during grades 11 and 12 and scores a minimum 1270 SAT or 28 ACT.
<p>7. What are the renewal criteria for a Florida Academic Scholars Award?</p>	<p>To renew the Florida Academic Scholars Award, a student must earn a 3.0 cumulative GPA and earn at least six credit hours per semester funded. A Florida Academic Scholars Award recipient with a 2.75 - 2.99 cumulative college GPA and six credit hours per semester funded may renew as a Florida Medallion Scholar.</p>
<p>8. What is the award amount?</p>	<p>A student who attends a public institution is eligible for an award equal to the amount required to pay tuition, fees, and an additional amount for college-related expenses annually as specified in law or the General Appropriations Act. A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for the average tuition and fees of a public postsecondary education institution at a comparable level, including the annual amount specified in law or the General Appropriations Act for college-related expenses. A student may also be eligible for an additional \$1,500 if he or she is rated as the school district's highest-ranking scholar.</p>

BFSP -- Florida Academic Scholars Award

	<p>During the FY 2006-07, 31,896 students received Florida Academic Scholars Awards with an average award amount of \$3,488.60. Of those students, 250 were rated as school district highest-ranking scholars and eligible for an additional award amount of \$1,500.</p>
9. What are the applicable statutes?	<p>Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program.</p>
10. Where can I get additional information?	<p>A high school guidance counselor</p> <p>Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll free) www.fldoe.org www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Bright Futures Scholarship
Program -- Florida Medallion
Scholars Award

Fact Sheet

January 2008

<p>1. What is the Florida Medallion Scholars Award?</p>	<p>The Florida Medallion Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to Bright Futures Scholarship Program Fact Sheet.)</p>
<p>2. What are the general eligibility criteria for a Bright Futures award?</p>	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • Complete a Florida Financial Aid Application. • Be a Florida resident. • Earn a Florida high school diploma, or the equivalent. • Enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester. • Not have been found guilty of, or entered a plea of nolo contendere to, a felony charge. • Commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty).
<p>3. What are the specific eligibility requirements for the Florida Medallion Scholars award?</p>	<p>In addition to meeting the general eligibility criteria for a Bright Futures Award (Refer to Question 2), a student must meet the following criteria to be considered for a Medallion Scholars award:</p> <ul style="list-style-type: none"> • Achieve a 3.0 weighted GPA using the 15 college preparatory credits listed in Question 4, and • Score a minimum 970 SAT or 20 ACT (best composite score).
<p>4. What are the 15 college preparatory credits on which the GPA calculation is based?</p>	<ul style="list-style-type: none"> • 4 English (3 with substantial writing) • 3 Mathematics (Algebra I and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science (any) • 2 Foreign Language (in the same language) <p>A student may use up to 3 additional credits from courses in the academic areas listed above and/or Advanced Placement (AP), International Baccalaureate (IB), or AICE fine arts courses to raise his or her GPA.</p>
<p>5. How are courses weighted for the GPA calculation?</p>	<p>Current law requires that grades earned in selected courses be weighted for purposes of calculating the GPA that is used to determine eligibility for a Bright Futures award. Additional weight, of no more than 0.5 points per course, is</p>

BFSP -- Florida Medallion Scholars Award

	<p>given to the following:</p> <ul style="list-style-type: none"> • Courses identified in the course code directory as AP, Pre-IB, IB, pre-AICE or AICE; • Courses designated as academic dual enrollment courses in the statewide course numbering system; and • Other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards.
<p>6. Are there other ways to qualify for a Florida Medallion Scholars award?</p>	<p>Yes. Students who fall into one of the following categories may qualify for a Florida Medallion Scholars award:</p> <ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service. • AICE Diploma recipients who have not completed 75 hours of community service. • Students who have completed the IB curriculum or the Advanced International Certificate of Education (AICE) curriculum and scored a best composite of a minimum 970 SAT or 20 ACT. • Student who have attended a home education program, registered with the district during grades 11 and 12, and have scored a best composite of a minimum 1070 SAT or 23 ACT. • Student who have received a GED with a best composite score of a minimum 970 SAT or 20 ACT and a 3.0 weighted GPA in the 15 college preparatory credits. • Students who have enrolled in an Early Admissions Program with best composite score of a minimum 970 SAT or 20 ACT and a 3.0 weighted GPA in curriculum courses completed.
<p>7. What are the renewal criteria for a Florida Medallion Scholars award?</p>	<p>To renew the Florida Medallion Scholars award, a student must maintain a 2.75 cumulative GPA and earn at least six credit hours per semester funded.</p>
<p>8. What is the award amount?</p>	<p>A student who attends a public institution other than a public community college is eligible for an award equal to the amount required to pay 75% of tuition and fees. A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for 75% of the average tuition and fees of a public postsecondary education institution at a comparable level.</p> <p>A student who attends a public community college is eligible for an award equal to the amount required to pay 100 percent of tuition and fees for college credit courses leading to an associate degree.</p> <p>During the FY 2006-07, 118,434 students received Florida Medallion Scholars awards with the average award amount</p>

BFSP -- Florida Medallion Scholars Award

	of \$1,968.71.
9. What are the applicable statutes?	Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program. Section 1009.535, F.S. – Florida Medallion Scholars award.
10. Where can I get additional information?	A high school guidance counselor. Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hot Line: (888) 827-2004 (toll-free) www.fldoe.org www.floridastudentfinancialaid.org Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council

Bright Futures Scholarship Program -- Florida Gold Seal Vocational Scholars Award

Fact Sheet

January 2008

<p>1. What is the Florida Gold Seal Vocational Scholars award?</p>	<p>The Florida Gold Seal Vocational Scholars award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to Bright Futures Scholarship Program Fact Sheet.)</p>
<p>2. What are the general eligibility criteria for a Bright Futures award?</p>	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • Complete a Florida Financial Aid Application. • Be a Florida resident. • Earn a Florida high school diploma, or the equivalent. • Enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester. • Not have been found guilty of, or entered a plea of nolo contendere to, a felony charge. • Commence using the award within 3 years of graduation (for students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty). • During the FY 2006-2007, 1,541 students received Florida Gold Seal Vocational Scholars awards with an average award amount of \$1441.52.
<p>3. What are the specific eligibility requirements for the Florida Gold Seal Vocational Scholars award?</p>	<p>In addition to meeting the general eligibility criteria for a Bright Futures award (Refer to Question 2), a student must meet the following criteria to be considered for a Gold Seal Vocational Scholars Award:</p> <ul style="list-style-type: none"> • Achieve a 3.0 weighted GPA on all subjects required for graduation, excluding elective courses. • Achieve a 3.5 unweighted GPA in a minimum of three sequential secondary school career technical education credits in one vocational program. • Earn the minimum score on each subsection of the CPT, SAT, or ACT. Subsections of the SAT, ACT, or CPT from different test dates may be combined to meet criteria. <ul style="list-style-type: none"> CPT: Reading 83; Sentence Skills 83; Algebra 72 <u>or</u> SAT: Verbal 440; Math 440 <u>or</u> ACT: English 17; Reading 18; Math 19
<p>4. What are the required</p>	<p>For students who pursue the 3-year career preparatory high</p>

BFSP -- Florida Gold Seal Vocational Scholars Award

<p>high school credits on which the GPA calculation is based?</p>	<p>school graduation option the following credits are required:</p> <ul style="list-style-type: none"> • 4 English • 3 Mathematics (including Algebra or higher) • 3 Natural Science (2 credits must have a lab component) • 3 Social Sciences (American History, World History, ½ American Government and ½ Economics) <p>For students who pursue the 3-year accelerated college preparatory high school graduation option the following credits are required:</p> <ul style="list-style-type: none"> • 4 English • 3 Mathematics (including Algebra I or higher) • 3 Natural Science (2 credits must have a lab component) • 3 Social Sciences (American History, World History, ½ American Government and ½ Economics) • 2 Foreign Language <p>For students who entered high school prior to the 2007 – 2008 school year and pursue the traditional 4-year 24-credit high school graduation option:</p> <ul style="list-style-type: none"> • 4 English • 3 Mathematics (including Algebra I or higher) • 3 Natural Science (2 credits must have a lab component) • 3 Social Sciences (American History, World History, ½ American Government and ½ Economics) • 1 Practical Arts; or 1 Performing Arts; or ½ credit in each • ½ Personal Fitness • ½ Physical Education • ½ Life Management Skills <p>For students who enter their first year of high school in 2007 – 2008 and pursue the traditional 4-year 24-credit high school graduation option:</p> <ul style="list-style-type: none"> • 4 English • 4 Mathematics (including Algebra I) • 3 Science • 3 Social Studies (American History, World History, ½ American Government and ½ Economics) • 1 Fine or Performing Arts • 1 Physical Education (including health) <p>(Refer to the High School Graduation Fact Sheet).</p>
<p>5. How are courses</p>	<p>Current law requires that grades earned in selected</p>

BFSP -- Florida Gold Seal Vocational Scholars Award

<p>weighted for the GPA calculation?</p>	<p>courses be weighted for purposes of calculating the GPA that is used to determine eligibility for a Bright Futures award.</p> <p>Additional weight, of no more than 0.5 points per course, is given to the following:</p> <ul style="list-style-type: none"> • Courses identified in the course code directory as AP, Pre-IB, IB, Pre-AICE or AICE; • Courses designated as academic dual enrollment courses in the statewide course numbering system; and • Other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards.
<p>6. What are the renewal criteria for the Florida Gold Seal Vocational Scholars Award?</p>	<p>To renew the Florida Gold Seal Vocational Scholars award, a student must maintain a 2.75 cumulative GPA and earn at least six credit hours per semester funded. A Gold Seal Scholar may also renew as a Florida Medallion Scholar with a 2.75 cumulative college GPA and at least six credit hours per semester funded.</p>
<p>7. What is the award amount?</p>	<p>A student who enrolls in a public institution is eligible for an award equal to the amount required to pay 75% of tuition and fees. A student who enrolls in a nonpublic institution is eligible for an award equal to the amount that would be required to pay 75% of the average tuition and fees of a public institution at a comparable level.</p> <p>During the FY 2006-07, 1,541 students received Florida Gold Seal Vocational Scholars awards with an average award amount of \$1,441.52.</p>
<p>8. What are the applicable statutes?</p>	<p>Sections 1009.53 – 1009.538, F.S. -- Bright Futures Scholarship Program.</p> <p>Section 1009.536, F.S. – Florida Gold Seal Vocational Scholars award.</p>
<p>9. Where can I get additional information?</p>	<p>A high school guidance counselor</p> <p>Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.fldoe.org www.floridastudentfinancialaid.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Florida Postsecondary Student Assistance Grant

Fact Sheet

January 2008

1. What is the Florida Postsecondary Student Assistance Grant Program?	The Florida Postsecondary Student Assistance Grant Program is one of four state-funded financial assistance programs that comprise the Florida Student Assistance Grant (FSAG) Program, the State's primary need-based aid program.
2. Who administers the Florida Postsecondary Student Assistance Grant Program?	The program is administered by the institutions participating in the program in accordance with rules of the State Board of Education (SBE). Funds appropriated for the program are distributed to eligible institutions by the Department of Education in accordance with a formula approved by the SBE.
3. What are the student eligibility criteria for the Florida Postsecondary Student Assistance Grant Program?	<p>A student must meet the following general criteria to be considered for a Florida Postsecondary Student Assistance Grant:</p> <ul style="list-style-type: none">• Be a Florida resident.• Apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).• Demonstrate a minimum financial need of \$200.• Enroll as an undergraduate degree-seeking student in an eligible Florida postsecondary education institution for a minimum of 12 credits per term. <p>A student may receive the award for a maximum of nine semesters or the equivalent.</p>
4. What are the renewal criteria for a Florida Postsecondary Student Assistance Grant?	To renew a Florida Postsecondary Student Grant, a student must have earned a 2.0 cumulative GPA and 12 credit hours for each term an award was received during the academic year. Credit hours a student earned during the previous summer can be counted toward the total number of credit hours required. A student is required to demonstrate financial need each academic year by completing a Free Application for Federal Student Aid (FAFSA) by the deadline specified by the institution. A student should consult his or her postsecondary institution for additional renewal requirements established by the institution.
5. Where can a student use a Florida Postsecondary Student Assistance Grant?	A student who receives a Florida Postsecondary Student Assistance Grant must enroll in either a private nursing diploma school approved by the Florida Board of Nursing or an independent college or university located in Florida that is licensed by the Commission on Independent Education and does not qualify to participate in the Florida Private Student Assistance Grant Program.

Florida Postsecondary Student Assistance Grant Program

The following institutions participated in the Florida Postsecondary Student Assistance Grant Program during the FY 2006-07:

- Acupuncture & Massage College
- American Intercontinental University
- Argosy University
- Art Institute of Ft. Lauderdale
- Atlantic Institute of Oriental Medicine
- Ave Maria University
- Belhaven College
- Carlos Albizu University
- Central Florida College
- City College Fort Lauderdale
- College of Business and Technology
- Columbia College
- Concorde Career Institute – Jacksonville
- Concorde Career Institute – Tampa
- Devry University
- Digital Media Arts College
- Dragon Rises College of Oriental Medicine
- East West College of Natural Medicine
- Edutech Centers
- Everglades University
- Florida Career College – Miami
- Florida College of Natural Health – Orlando
- Florida College of Natural Health – Miami
- Florida College of Natural Health – Pompano Beach
- Florida Metropolitan University – North Orlando
- Florida Metropolitan University – Pinellas
- Florida Metropolitan University – Pompano Beach
- Florida Metropolitan University – Tampa
- Florida National College
- Florida Technical College – Jacksonville
- Florida Technical College – Orlando
- Full Sail Real World Education
- Gulf Coast College
- Herzing College
- High Tech Institute
- Hobe Sound Bible College
- International Academy of Design and Tech - Orlando
- International Academy of Design & Tech – Tampa
- ISTM dba City College
- ITT Technical Institute – Ft. Lauderdale
- ITT Technical Institute – Jacksonville
- ITT Technical Institute – Lake Mary

Florida Postsecondary Student Assistance Grant Program

	<ul style="list-style-type: none"> • ITT Technical Institute – Miami • ITT Technical Institute – Tampa • Johnson & Wales University • Jones College • Keiser Career College • Keiser University • Key College • Le Cordon Blue College of Culinary Arts • Lincoln College of Technology • Miami International University of Art and Design • National Louis University • North Florida Institute • Northwood University • Remington College – Jacksonville • Remington College – Largo • Remington College – Tampa • Schiller International University • South University • Southwest Florida College • Springfield College • Trinity Baptist College • Trinity College of Florida • Trinity International University • Troy University – Ft. Walton Beach • Union Institute & University • University of Phoenix • Virginia College at Pensacola • Webster College – Holiday • Webster College – Ocala
<p>6. How do students apply for a Florida Postsecondary Student Assistance Grant?</p>	<p>A student must complete the Free Application for Federal Student Aid (FAFSA) in time to be processed error free by the deadline specified by the institution. The information provided on the FAFSA is used to determine a student's eligibility for financial assistance.</p>
<p>7. What is the award amount?</p>	<p>Unless otherwise specified in the General Appropriations Act, the Florida Postsecondary Student Assistance Grant award amount ranges from \$200 to the average cost of tuition and registration fees for 30 credit hours at state universities plus \$1,000. Each award is based on a student's demonstrated unmet financial need. Priority in distribution of grant money is given to students with the lowest total family resources.</p> <p>During the FY 2006-07, 11,585 students received Florida Postsecondary Student Assistance Grants with an average award amount of \$876.71.</p>
<p>8. How much funding has been provided for the</p>	<p>The FY 2007-2008 General Appropriations Act provides \$11,308,644 for the Florida Postsecondary Student</p>

Florida Postsecondary Student Assistance Grant Program

<p>Florida Postsecondary Student Assistance Grant Program?</p>	<p>Assistance Grant Program and specifies that the maximum award amount for the program is \$1,808.</p>
<p>9. Are part-time students eligible for the Florida Postsecondary Student Assistance Grant?</p>	<p>No. Students receiving the Florida Postsecondary Student Assistance Grant must be enrolled full-time.</p>
<p>10. What are the applicable statutes, laws, and rules?</p>	<p>Section 1009.52, F.S. -- Florida Postsecondary Student Assistance Grant.</p> <p>2007 – 08 General Appropriations Act, Specific Appropriation 80.</p> <p>Rules 6A-20.033, F.A.C. -- Florida Postsecondary Student Assistance Grant Program.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Florida Public Student Assistance Grant

Fact Sheet

January 2008

<p>1. What is the Florida Public Student Assistance Grant Program?</p>	<p>The Florida Public Student Assistance Grant Program is one of four state-funded financial assistance programs that comprise the Florida Student Assistance Grant (FSAG) Program, the State's primary need-based aid program.</p>
<p>2. Who administers the Florida Public Student Assistance Grant Program?</p>	<p>The program is administered by the institutions participating in the program in accordance with rules of the State Board of Education (SBE). Funds appropriated for the program are distributed to eligible institutions by the Department of Education in accordance with a formula approved by the SBE.</p>
<p>3. What are the student eligibility criteria for the Florida Public Student Assistance Grant Program?</p>	<p>A student must meet the following general criteria to be considered for a Florida Public Student Assistance Grant:</p> <ul style="list-style-type: none"> • Be a Florida resident. • Apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid (FAFSA). • Demonstrate a minimum financial need of \$200. • Enroll as an undergraduate degree-seeking student in a Florida community college or state university for a minimum of 6 semester hours or the equivalent per term. <p>A student may receive the award for a maximum of nine semesters or the equivalent.</p>
<p>4. What are the renewal criteria for the Florida Public Student Assistance Grant Program?</p>	<p>To renew a Florida Public Student Grant, a student must have earned a 2.0 cumulative GPA and 12 credit hours for full-time enrollment; 9 credit hours for three-quarter time enrollment; or 6 credit hours for half-time enrollment for each term an award was received during the academic year. Credit hours a student earned during the previous summer can be counted toward the total number of credit hours required. A student is required to demonstrate financial need each academic year by completing a Free Application for Federal Student Aid (FAFSA) by the deadline specified by the institution. A student should consult his or her postsecondary institution for additional renewal requirements established by the institution.</p>
<p>5. Where can a student use a Florida Public Student Assistance Grant?</p>	<p>A student who receives a Florida Public Student Assistance Grant must enroll at a Florida state university or public community college.</p> <p>The following institutions participated in the Florida Public Student Assistance Grant Program in FY 2006-07:</p>

Florida Public Student Assistance Grant Program

	<p><u>Community Colleges</u></p> <ul style="list-style-type: none"> • Brevard Community College • Broward Community College • Central Florida Community College • Chipola College • Daytona Beach Community College • Edison College • Florida Community College at Jacksonville • Florida Keys Community College • Gulf Coast Community College • Hillsborough Community College • Indian River Community College • Lake City Community College • Lake Sumter Community College • Manatee Community College • Miami Dade College • North Florida Community College • Okaloosa-Walton College • Palm Beach Community College • Pasco Hernando Community College • Pensacola Junior College • Polk Community College • Santa Fe Community College • Seminole Community College • South Florida Community College • St. Johns River Community College • St. Petersburg College • Tallahassee Community College • Valencia Community College <p><u>Universities</u></p> <ul style="list-style-type: none"> • Florida A & M University • Florida Atlantic University • Florida Gulf Coast University • Florida International University • Florida State University • New College of Florida • University of Central Florida • University of Florida • University of North Florida • University of South Florida • University of West Florida
<p>6. How do students apply for a Florida Public</p>	<p>A student must complete the Free Application for Federal Student Aid (FAFSA) in time to be processed error free by</p>

Florida Public Student Assistance Grant Program

<p>Student Assistance Grant?</p>	<p>the deadline specified by the institution. The information provided on the FAFSA is used to determine a student's eligibility for financial assistance.</p>
<p>7. What is the award amount?</p>	<p>Unless otherwise specified in the General Appropriations Act, the Florida Public Student Assistance Grant award amount ranges from \$200 to the average cost of tuition and registration fees for 30 credit hours at state universities. Each award amount is based on a student's demonstrated unmet need. Priority in distribution of grant money is given to students with the lowest total family resources.</p> <p>During the FY 2006-07, 33,374 state university students received a Florida Public Student Assistance Grant, with an average award amount of \$1,289.67.</p> <p>During the same period, 58,686 community college students received a Florida Public Student Assistance Grant, with an average award amount of \$897.41.</p>
<p>8. How much funding has been provided for the Florida Public Student Assistance Grant Program?</p>	<p>The FY 2007-2008 General Appropriations provides \$100,705,360 for the Florida Public Student Assistance Grant Program and specifies that the maximum award amount for the program is \$1,808.</p>
<p>9. Are part-time students eligible for the Florida Public Student Assistance Grant?</p>	<p>Yes. Students attending state universities and community colleges are eligible for the Florida Public Student Assistance Grant if enrolled in a minimum of 6 semester credit hours.</p>
<p>10. What are the applicable statutes, laws, and rules?</p>	<p>Section 1009.50, F.S. -- Florida Public Student Assistance Grant Program.</p> <p>2007-2008 General Appropriation Act, Specific Appropriation 80.</p> <p>Rules 6A-20.032, F.A.C. -- Florida Public Student Assistance Grant Program.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Florida Private Student Assistance Grant

Fact Sheet

January 2008

<p>1. What is the Florida Private Student Assistance Grant Program?</p>	<p>The Florida Private Student Assistance Grant Program is one of four state-funded financial assistance programs that comprise the Florida Student Assistance Grant (FSAG) Program, the State’s primary need-based aid program.</p>
<p>2. Who administers the Florida Private Student Assistance Grant Program?</p>	<p>The program is administered by the institutions participating in the program in accordance with rules of the State Board of Education (SBE). Funds appropriated for the program are distributed to eligible institutions by the Department of Education in accordance with a formula approved by the SBE.</p>
<p>3. What are the student eligibility criteria for the Florida Private Student Assistance Grant?</p>	<p>A student must meet the following general criteria to be considered for a Florida Private Student Assistance Grant:</p> <ul style="list-style-type: none"> • Be a Florida resident. • Apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid (FAFSA). • Demonstrate a minimum financial need of \$200. • Enroll as an undergraduate degree-seeking student in an eligible Florida private postsecondary education institution for a minimum of 12 credits per term. <p>A student may receive the award for a maximum of nine semesters or the equivalent.</p>
<p>4. What are the renewal criteria for the Florida Private Student Assistance Grant Program?</p>	<p>To renew a Florida Private Student Assistance Grant, a student must have earned a 2.0 cumulative GPA and 12 credit hours for each term an award was received during the academic year. Credit hours a student earned during the previous summer can be counted toward the total number of credit hours required. A student is required to demonstrate financial need each academic year by completing a Free Application for Federal Student Aid (FAFSA) by the deadline specified by the institution. A student should consult his or her postsecondary institution for additional renewal requirements established by the institution.</p>
<p>5. Where can a student use a Florida Private Student Assistance Grant?</p>	<p>A student who receives a Florida Private Student Assistance Grant must enroll at a SACS-accredited independent nonprofit college or university located in and chartered by Florida that offers baccalaureate degrees.</p> <p>The following institutions participated in the Florida Private Student Assistance Grant Program during the FY 2006-07:</p> <ul style="list-style-type: none"> • Barry University • Beacon College

Florida Private Student Assistance Grant Program

	<ul style="list-style-type: none"> • Bethune-Cookman University • Clearwater Christian College • Eckerd College • Edward Waters College • Embry-Riddle Aeronautical University • Florida Christian College • Florida College • Florida Hospital College of Health Science • Florida Institute of Technology • Florida Memorial University • Florida Southern College • Flagler College • Hodges University • Jacksonville University • Lynn University • Nova Southern University • Palm Beach Atlantic University • Ringling School of Art and Design • Rollins College • Saint Leo University • Southeastern University • St. John Vianney College Seminary • St. Thomas University • Stetson University • The Baptist College of Florida • University of Miami • University of Tampa • Warner Southern College • Webber International University
<p>6. How do students apply for a Florida Private Student Assistance Grant?</p>	<p>A student must complete the Free Application for Federal Student Aid (FAFSA) in time to be processed error free by the deadline specified by the institution. The information provided on the FAFSA is used to determine a student's eligibility for financial assistance.</p>
<p>7. What is the award amount?</p>	<p>Unless otherwise specified in the General Appropriations Act, the Florida Private Student Assistance Grant award amount ranges from \$200 to the average cost of tuition and registration fees for 30 credit hours at state universities plus \$1,000. Each award amount is based on a student's demonstrated unmet financial need. Priority in distribution of grant money is given to students with the lowest total family resources.</p> <p>During the FY 2006-07, 12,597 students attending a private college received a Private Student Assistance Grant, with an average award amount of \$1,234.72.</p>
<p>8. How much funding has been provided for the</p>	<p>The FY 2007-2008 General Appropriations Act, provides \$16,223,185 for the Florida Private Student Assistance</p>

Florida Private Student Assistance Grant Program

<p>Florida Private Student Assistance Grant Program?</p>	<p>Grant program and specifies that the maximum award amount for the program is \$1,808.</p>
<p>9. Are part-time students eligible for the Florida Private Student Assistance Grant?</p>	<p>No. Students receiving the Florida Private Student Assistance Grant must be enrolled full-time.</p>
<p>10. What are the applicable statutes, laws, and rules?</p>	<p>Section 1009.51, F.S. -- Florida Private Student Assistance Grant.</p> <p>2007 – 08 General Appropriations Act, Specific Appropriation 80.</p> <p>Rule 6A-20.032, F.A.C. -- Florida Private Student Assistance Grant Program.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Florida Public Postsecondary
Career Education Student
Assistance Grant

Fact Sheet

January 2008

<p>1. What is the Florida Public Postsecondary Career Education Student Assistance Grant Program?</p>	<p>The Florida Public Postsecondary Career Education Student Assistance Grant Program was created by the 2007 Legislature (Chapter 2007-113, L.O.F.), and is one of four state-funded financial assistance programs that comprise the Florida Student Assistance Grant (FSAG) Program, the State's primary need-based aid program.</p>
<p>2. Who administers the Florida Public Postsecondary Career Education Student Assistance Grant Program?</p>	<p>The program is administered by participating postsecondary institutions in accordance with rules of the State Board of Education.</p>
<p>3. What types of postsecondary career certificate programs may participate in the Florida Public Postsecondary Career Education Student Assistance Grant Program?</p>	<p>Postsecondary career certificate programs offered by a community college or district school board operated career center that consist of 450 or more clock hours and terminate in a career certificate are eligible to participate in the program.</p>
<p>4. What are the student eligibility criteria for the Florida Public Postsecondary Career Education Student Assistance Grant Program?</p>	<p>In order to be considered for a Florida Public Postsecondary Career Education Student Assistance Grant, a student must:</p> <ul style="list-style-type: none"> • Be a Florida resident. • Apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid (FAFSA). Unlike other FSAG programs, entitlement to a Pell Grant is not a condition to receiving aid via the Florida Public Postsecondary Career Education Student Assistance Grant Program. • Demonstrate a minimum financial need of \$200. • Enroll in an eligible Florida public postsecondary career certificate program as at least a half-time student per term.
<p>5. Where can a student use a Florida Public Postsecondary Career Education Student Assistance Grant?</p>	<p>A student who receives a Florida Public Postsecondary Career Education Student Assistance Grant must enroll in a public postsecondary career certificate program at a community college or district school board operated career center.</p>
<p>The following institutions are participating in the Florida</p>	

Florida Public Postsecondary Career Education Student Assistance Grant Program

	<p>Public Postsecondary Career Education Student Assistance during Fiscal Year 2007-2008:</p> <ul style="list-style-type: none">• Atlantic Technical Center• Bradford Union Area Vocational Technical Center• Brevard Community College• Broward Community College• Central Florida Community College• Charlotte Technical Center• Chipola College• Community Technical & Adult Education• D.G. Erwin Technical Center• Daytona Beach Community College• DeSoto County Adult Education Center• Edison College• First Coast Technical Institute• Florida Community College at Jacksonville• Florida Keys Community College• George Stone Area Vocational Technical Center• George T. Baker Aviation School• Gulf Coast Community College• Henry W. Brewster Technical Center• Hillsborough Community College• Indian River Community College• Lake City Community College• Lake Sumter Community College• Lake Technical Center• Lee County High Tech Center—Central• Lee County High Tech Center—North• Lindsey Hopkins Technical Education Center• Lively Technical Center• Lorenzo Walker Institute of Technology• Manatee Community College• Manatee Technical Institute• Marchman Technical Education Center• Miami Dade College• Miami Lakes Educational Center• North Florida Community College• Okaloosa Applied Technology Center• Okaloosa-Walton College• Orlando Tech• OTEC-Mid-Florida Tech• Palm Beach Community College• Pasco-Hernando Community College• Pensacola Junior College• Pinellas Technical Education Center—Clearwater• Pinellas Technical Education Center—St. Petersburg
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Florida Public Postsecondary Career Education Student Assistance Grant Program

	<ul style="list-style-type: none"> • Polk Community College • Radford M. Locklin Technical Center • Ridge Career Center • Robert Morgan Educational Center • Santa Fe Community College • Sarasota County Technical Institute • Seminole Community College • Sheridan Technical Center • South Florida Community College • St. Johns River Community College • St. Petersburg College • Suwanee-Hamilton Technical Center • Tallahassee Community College • Tampa Bay Vocational Technical Center • Taylor Technical Institute • Technical Education Center—Osceola (TECO) • Thomas P. Haney Technical Center • Traviss Career Center • Valencia Community College • Walton Career Development Center • Washington-Holmes Tech Center • Westside Tech • William T. McFatter Technical Center • Winter Park Tech • Withlacoochee Technical Institute
<p>6. How does a student apply for the Florida Public Postsecondary Career Education Student Assistance Grant program?</p>	<p>The student must complete the Free Application for Federal Student Aid (FAFSA) in time to be processed error free by the deadline specified by the institution. The information provided on the FAFSA is used by the institution to determine a student’s eligibility for financial assistance.</p>
<p>7. What is the award amount for the Florida Public Postsecondary Career Education Student Assistance Grant Program?</p>	<p>The Florida Public Postsecondary Career Education Student Assistance award amount ranges from \$200 to the actual cost of tuition and fees or is an amount specified in the General Appropriations Act. Each award is based on the student’s demonstrated unmet financial need. Priority in distribution of grant money is given to students with the lowest total family resources.</p> <p>The 2007-2008 General Appropriations Act appropriates \$2,200,000 for the Florida Public Postsecondary Career Education Student Assistance Grant Program and specifies that the maximum award amount for each student in the program is \$1,808.</p>
<p>8. Are part-time students eligible for the Florida Public Postsecondary</p>	<p>Yes. A student must be enrolled as at least a half-time student in an eligible Florida public postsecondary career certificate program. “Half-time” is defined as the clock hour</p>

Florida Public Postsecondary Career Education Student Assistance Grant Program

Career Education Student Assistance Grant program?	equivalent of 6 semester credit hours at a community college, which is 180 hours.
9. What are the applicable statutes and laws?	Section 1009.505, F.S. – Florida Public Postsecondary Career Education Student Assistance. 2007-2008 General Appropriations Act, Specific Appropriation 80, Senate Bill 2800, Chapter 2007-72, L.O.F.
10. Where can I get additional information?	Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.FloridaStudentFinancialAid.org Florida House of Representatives Schools & Learning Council (850) 488-7451



Schools & Learning Council
Florida Resident Access Grant
(FRAG)

Fact Sheet

January 2008

1. What is the Florida Resident Access Grant?	The William L. Boyd, IV, Florida Resident Access Grant (FRAG) is a tuition assistance program for students registered at eligible, independent nonprofit colleges or universities in Florida.
2. Who administers the FRAG?	The FRAG program is administered by the Department of Education pursuant to rules adopted by the State Board of Education.
3. What are the student eligibility criteria for a FRAG?	Florida residents who enroll full-time as degree-seeking undergraduates at selected independent colleges and universities in the state may be eligible to receive FRAG. Students enrolled in a theology or divinity program are <i>not</i> eligible to receive a grant. A student may receive the award for a maximum of nine semesters or the equivalent. The award is not need-based.
4. What are the renewal criteria for the FRAG?	To renew a FRAG, a student must have earned a 2.0 cumulative GPA and 12 credit hours for each term an award was received during the academic year. A student's eligibility is determined at the end of the second semester or third quarter of each academic year. Credit hours a student earned during the previous summer can be counted toward the total number of credit hours required. A student should consult his or her postsecondary institution for renewal requirements established by the institution.
5. Where can a student use FRAG?	<p>A student must attend an independent, nonprofit, 4-year SACS-accredited institution that is located in and chartered by the State of Florida and has a secular purpose.</p> <p>The following institutions participated in the FRAG Program in FY 2006-07.</p> <ul style="list-style-type: none">• Barry University• Beacon College• Bethune-Cookman University• Clearwater Christian College• Eckerd College• Edward Waters College• Embry-Riddle Aeronautical University• Florida College• Florida Hospital College of Health Science• Florida Institute of Technology• Florida Memorial University• Florida Southern College• Flagler College• Hodges University (formerly International College)• Jacksonville University

Florida Resident Access Grant

	<ul style="list-style-type: none"> • Lynn University • Nova Southeastern University • Palm Beach Atlantic University • Ringling School of Art and Design • Rollins College • Saint Leo University • Southeastern University • St. Thomas University • Stetson University • University of Miami • University of Tampa • Warner Southern College • Webber International University
<p>6. How does a student apply for the FRAG?</p>	<p>A student applies for the FRAG at the institution the student plans to attend. The deadline for applying for the award is established by each participating institution.</p>
<p>7. What is the award amount?</p>	<p>The maximum amount that can be awarded is specified in the General Appropriations Act. The maximum award amount for 2007-08 is capped at \$3,000. The actual award amount is based on the overall amount appropriated by the Legislature for the program and the total number of eligible students. A total of \$102,693,000 was appropriated for 2007-08 to provide an estimated 34,231 awards.</p> <p>During the FY 2006-07, 36,330 students received a Florida Resident Access Grant, with the average award amount of \$2,599.67.</p>
<p>8. How much funding has been provided for FRAG?</p>	<p>In the FY 2007-08 General Appropriations Act, \$102,693,000 was provided for the FRAG program. This would provide an estimated 34,231 students an award amount of \$3,000.</p> <p>The Office of Student Financial Assistance may prorate the award and provide a lesser amount in the second term in the event more than 34,231 students are deemed to be Florida residents.</p>
<p>9. Are part-time students eligible for FRAG?</p>	<p>No. Students receiving the Florida Resident Access Grant must be enrolled full-time.</p>
<p>10. What are the applicable statutes, laws, and rules?</p>	<p>Section 1009.89, F.S. -- Florida Resident Access Grant.</p> <p>2007-08 General Appropriations Act (ch. 2007-72, L.O.F), Specific Appropriation 7.2.</p> <p>Rule 6A-20.007, F.A.C. -- Florida Resident Access Grants.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll free) www.FloridaStudentFinancialAid.org</p>

Florida Resident Access Grant

	Florida House of Representatives Schools & Learning Council (850) 488-7451
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Schools & Learning Council
Access to Better Learning and Education (ABLE) Grant Program

Fact Sheet

January 2008

<p>1. What is the Access to Better Learning and Education (ABLE) Grant Program?</p>	<p>The Access to Better Learning and Education (ABLE) Grant Program provides tuition assistance to Florida undergraduate students enrolled in degree programs at eligible private colleges or universities in Florida.</p>
<p>2. Who administers the ABLE Grant Program?</p>	<p>The ABLE Grant Program is administered by the Department of Education pursuant to rules adopted by the State Board of Education.</p>
<p>3. What are the student eligibility criteria for an ABLE Grant?</p>	<p>Florida residents who enroll as full-time undergraduate students at participating private colleges or universities may be eligible to receive an ABLE Grant. Students eligible for the grant must enroll in programs of study leading to baccalaureate degrees. Students enrolled in a theology or divinity program are not eligible to receive an ABLE grant. Students receiving ABLE grants must make satisfactory academic progress as defined by the college or university in which he or she is enrolled.</p>
<p>4. What are the renewal criteria for the ABLE grant?</p>	<p>To renew the ABLE grant, a student must have earned a 2.0 cumulative GPA and 12 credit hours for each term an award was received during the academic year. A student's eligibility is determined at the end of the second semester or third quarter of each academic year. Credit hours a student earned during the previous summer can be counted toward the total number of credit hours required. A student should consult his or her postsecondary institution for additional renewal requirements established by the institution.</p>
<p>5. Where can a student use an ABLE Grant?</p>	<p>A student must attend one of the following types of institutions: (a) a private for-profit college or university that is located in and chartered by the state and accredited by SACS; or, (b) a non-profit college or university, chartered out of state yet located in Florida for 10 years or more and accredited by a regional accrediting association. The college must grant baccalaureate degrees. The college or university may not be a state university or community college and must have a secular purpose.</p> <p>The following institutions participated in the ABLE grant program in FY 2006-07:</p> <ul style="list-style-type: none"> • Miami International University of Art & Design • Carlos Albizu University • Columbia College

Access to Better Learning and Education Grant Program

	<ul style="list-style-type: none"> • Johnson & Wales University • Keiser University • National Louis University • Northwood University • South University • Trinity International University • Union Institute & University
6. How do students apply for an ABLÉ Grant?	Students must meet the application procedures established by participating private colleges and universities. Applications may be obtained at the financial aid offices of participating colleges and universities.
7. What is the award amount?	<p>The amount of the ABLÉ grant is specified in the General Appropriations Act.</p> <p>During the FY 2006-2007, 3,693 students received ABLÉ grants with an average award amount of \$925.36.</p>
8. How much funding has been provided for the ABLÉ Grant Program?	<p>The FY 2007-2008 General Appropriations Act, provides \$4,438,750 for the ABLÉ Grant Program. This will provide an estimated 3,551 students an award amount of \$1,250.</p> <p>The Office of Student Financial Assistance may prorate the award and provide a lesser amount in the second term in the event more than 3,551 students are deemed to be eligible.</p>
9. What are the applicable statutes, laws, and rules?	<p>Section 1009.891, F.S. -- The Access to Better Learning and Education Grant Program.</p> <p>2007-08 General Appropriations Act (ch. 2007 -72, L.O.F), Specific Appropriation 67.</p> <p>Rule 6A-20.002 -- Postsecondary Educational Institution Administrative Responsibilities for State Student Aid Program.</p> <p>Rule 6A-20.0021 -- Program Compliance Audits of State Student Financial Aid and the Florida Resident Access Grant.</p>
10. Where can I get additional information?	<p>Department of Education Office of Student Financial Assistance 1-888-827-2004 (toll free) (850) 410-5200 www.fldoe.org www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Schools & Learning Council (488-7451)</p>



Schools & Learning Council
Florida Prepaid College Plan

Fact Sheet

January 2008

<p>1. What is the Florida Prepaid College Plan?</p>	<p>The State of Florida offers the Stanley G. Tate Florida Prepaid College Plan (Prepaid Plan) to assist families in planning and saving for a college education. The Prepaid Plan is administered by the Florida Prepaid College Board.</p> <p>The Prepaid Plan allows anyone over the age of 18 to purchase prepayment contracts for postsecondary education that lock in many of the costs associated with postsecondary attendance at the time the contract is purchased. Such costs include certain qualified higher education expenses – registration fees, local fees, and dormitory expenses depending on which contracts are purchased.</p> <p>As of June 30, 2007, a total of 1,220,540 Prepaid Plans have been purchased statewide and enrollment is growing.</p>
<p>2. What options are available through the Prepaid Plan?</p>	<p>The Prepaid Plan offers tuition plans, local fee plans, tuition differential fee plans, and dormitory plans.</p> <p><u>There are three types of tuition plans:</u></p> <ul style="list-style-type: none">• The Four-Year University Tuition Plan covers the registration fees associated with 120 undergraduate semester credit hours of enrollment in a state university in Florida.• The 2 + 2 Tuition Plan covers the registration fees associated with 60 semester credit hours of enrollment in a community college and 60 undergraduate semester credit hours of enrollment at a state university in Florida.• The Two-Year Community College Tuition Plan covers the registration fees associated with 60 semester credit hours of enrollment in a community college. <p>Registration fees are defined in law to include tuition, building, capital improvement, and student financial aid fees.</p> <p><u>There are also three types of local fee plans which may only be purchased in conjunction with the corresponding tuition plan:</u></p> <ul style="list-style-type: none">• The Four-Year University Local Fee Plan covers the local fees associated with 120 undergraduate semester credit hours of enrollment in a state university in Florida. (The local fees covered by the plan include the student activity and service, athletic, and health fees.)• The 2 + 2 Local Fee Plan covers the local fees associated with 60 semester credit hours of enrollment

Florida Prepaid College Plan

	<p>in a community college (student activity and technology fees) and 60 undergraduate semester credit hours of enrollment at a state university in Florida (student activity and service, athletic, and health fees.)</p> <ul style="list-style-type: none"> The Two-Year Community College Local Fee Plan covers the student activity and technology fees associated with 60 semester credit hours of enrollment in a community college. <p><u>Tuition Differential Fee plans</u> cover the supplemental fee charged to a student for instruction provided by an eligible public university. This plan supplements a 4-Year University Tuition Plan or 2+2 Tuition Plan. (Refer to Tuition Differential Fact Sheet).</p> <p><u>Dormitory plans</u> cover the dormitory fees associated with residence in a standard, double-occupancy, air-conditioned room on a state university campus and may only be purchased in conjunction with a four-year state university or a 2 + 2 tuition plan. The universities determine which dorms are designated for Florida Prepaid students; not all dorms are offered. The dormitory plans are available in one-year (two semesters) increments for up to five years.</p>
<p>3. Who can purchase a Prepaid Plan?</p>	<p>Anyone over the age of 18 may purchase a contract — a parent, a grandparent, business, trust, church, or organization. When purchasing a contract the account owner must name a beneficiary (the student). The account owner does not have to live in Florida or be related to the beneficiary. However, the account owner and beneficiary must be U.S. citizens or resident aliens.</p> <p>In certain cases, a contract may be purchased without naming a beneficiary. (Refer to Question 5).</p>
<p>4. What are the restrictions governing the beneficiary of a Prepaid Plan?</p>	<p>A contract beneficiary (the student) must be:</p> <ul style="list-style-type: none"> a Florida resident OR a nonresident whose non-custodial parent is a Florida resident at the time of the contract purchase. <p>A beneficiary of a tuition contract must be in the eleventh grade or lower at the time of the contract purchase.</p> <p>The beneficiary of a local fee contract or a dormitory contract must be in the eighth grade or lower at the time the contract is purchased.</p>
<p>5. Can a Prepaid Plan be purchased without naming a beneficiary?</p>	<p>In most cases, no. However:</p> <ul style="list-style-type: none"> A Prepaid Plan may be purchased without naming a beneficiary (the student) if purchased through the Florida Prepaid College Foundation, the 501(c)(3)

Florida Prepaid College Plan

	<p>direct support organization for the Florida Prepaid College Board. The Foundation provides a tax-deductible opportunity for businesses, community groups and individuals to purchase prepaid college scholarships for Florida children.</p> <ul style="list-style-type: none"> • The Foundation also administers Project STARS, a scholarship program for low-income, at-risk children, funded by private donations and matching funds from the Florida Legislature. In order to be eligible to receive a Project STARS scholarship, a student must meet certain economic and academic requirements and must remain drug-free and crime-free. • Certain organizations may also purchase Prepaid Plans directly during the enrollment period for scholarships without naming a beneficiary. Eligible organizations must be 501(c)(3) organizations and must operate a scholarship program that has been approved by the Prepaid Board. The purchasing organization chooses the beneficiary (the scholarship recipient).
<p>6. How are Prepaid Plans purchased?</p>	<p>Families may sign up for the Prepaid Plan online at www.florida529plans.com. The Enrollment Kit and application can also be printed from the Board Web site (www.florida529plans.com) or requested by calling 1-800-552-GRAD. There is a required non-refundable \$50 application fee. A Prepaid Plan must be purchased during the enrollment period, usually October through January of each year.</p>
<p>7. What types of payment options are available?</p>	<p>There are three types of payment options: a single, lump-sum payment; a monthly payment plan providing for equal payments each month until October of the year the child enters college; or the five-year installment plan of 55 equal monthly payments. The five-year plan is only available for students who are in eighth grade or lower at the time of purchase. Payments can be made via automatic withdrawal from a checking or savings account or through payroll deduction, if offered by the employer. NOTE: The State of Florida offers payroll deduction for the Prepaid Plan.</p>
<p>8. How do the Prepaid Plan benefits work at a public institution in Florida?</p>	<p>The state locks in the basic cost of registration fees, local fees, and dormitory housing at the time of the purchase of the contract. When the beneficiary enrolls in a public postsecondary institution, the state pays for the fees covered in the contract, regardless of the actual cost of those fees at the time of attendance.</p>
<p>9. How do the Prepaid Plan benefits work at a private, in-state institution?</p>	<p>The Prepaid Plan allows the use of benefits at private colleges and universities in Florida that are accredited by either the Southern Association of Colleges and Schools or</p>

Florida Prepaid College Plan

	<p>the Accrediting Council for Independent Colleges and Schools, and confer a degree. If a student decides to enroll in an eligible private institution, Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a state postsecondary institution.</p>
<p>10. Can Prepaid Plan benefits be used at an out-of-state institution?</p>	<p>Yes. A student may use prepaid benefits at an eligible out-of-state college or university. The out-of-state institution must be regionally accredited, not for profit, and confer degrees. Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a state postsecondary institution.</p>
<p>11. Can Prepaid Plan benefits be used to obtain an applied technology diploma or a vocational certificate?</p>	<p>Yes. A student may use prepaid benefits to obtain an applied technology diploma or a career certificate at a school district career center or community college in Florida.</p>
<p>12. Are there any tax benefits associated with the Prepaid Plan?</p>	<p>Yes. Earnings generated from a contract purchased under the Prepaid Plan are exempt from federal income tax and from State of Florida taxes. This means that the beneficiary does not pay any taxes on disbursements from a prepaid contract.</p>
<p>13. What happens if a beneficiary receives a scholarship such as Bright Futures?</p>	<p>If the beneficiary of a Prepaid Plan receives a scholarship, the contract benefits are provided for in the following manner:</p> <ul style="list-style-type: none"> • If the scholarship received does not require award moneys to be used for registration fees, then the contract benefits will be used for such purposes. The scholarship recipient may receive the proceeds from the scholarship to use for other educational expenses. This is the process used for a student who is the beneficiary of a Prepaid Plan and who also receives a Bright Futures scholarship. The Prepaid Plan pays the fees for which the contract was purchased, and the student still receives the full value of the Bright Futures award amount to pay for any remaining educational expenses, such as books or living expenses. • If the scholarship received must be used for payment of registration fees for which the Prepaid Plan is intended, the scholarship is used for such purposes. Moneys paid for the Prepaid Plan will be <i>refunded</i> to the account owner in semester installments, coinciding with semesters in which the beneficiary is enrolled in a postsecondary institution, in an amount not exceeding current rates at a state postsecondary institution. <p>In either instance, the account owner also has the option to transfer the contract to a brother, sister, or first cousin of the original beneficiary, or a grandchild of the account</p>

	owner.
<p>14. Are there any other conditions under which an account owner may receive a refund?</p>	<p>Yes. An account owner may cancel the Prepaid Plan and withdraw his or her money at any time for any reason or the Board may cancel the plan if the account owner fails to make the required payments. The account owner is refunded only the amount paid into the contract, without any interest earnings. The account owner is charged a \$50 cancellation fee, if the account has been open for less than two years.</p> <p>Conversion from one contract option within the Prepaid Plan to another:</p> <ul style="list-style-type: none"> • In the event a Prepaid Plan is converted to a plan of a lesser value, the account owner is entitled to a refund equal to the difference in what was paid for the original contract and what would have been paid had the lesser contract been purchased in the beginning. The beneficiary must notify the board prior to changing plans in order to be eligible for a refund. • A Prepaid Plan cannot be converted to a plan of higher value. The account owner may cancel the current contract and reapply for the preferred contract during a program enrollment period. The new contract will be based on current contract prices, rather than the prices in effect when the original contract was purchased. <p>Death or Disability: In the event of a death or total disability of the beneficiary, the account owner will be refunded the redemption value of the contract at a state postsecondary institution at the time the plan is cancelled.</p>
<p>15. Is a Prepaid Plan financially guaranteed?</p>	<p>Yes, a Prepaid Plan is financially guaranteed by the State of Florida.</p> <p>If the state determines the Prepaid Program to be financially infeasible, the state may discontinue the Prepaid Program. Any beneficiary of a Prepaid Plan who has been accepted by and is enrolled in an eligible institution or is within 5 years of enrollment in an eligible institution will be entitled to exercise the complete benefits for which he or she has contracted. All other contract holders will receive a refund of the amount paid plus interest.</p>
<p>16. Does Florida offer families another way to</p>	<p>Yes. The Florida Prepaid College Board also offers a 529 college savings plan, the Florida College Investment Plan</p>

Florida Prepaid College Plan

<p>save for college?</p>	<p>(Investment Plan), which gives families another way to save for college. Participation in one plan does not limit participation in the other. The Investment Plan complements the Prepaid Plan. Whereas the Prepaid Plan pays for certain qualified higher education expenses, the Investment Plan may be used for any qualified higher education expense, including those not covered by the Prepaid Plan. (Refer to Florida College Investment Plan Fact Sheet).</p> <p>As required by the 529 IRS laws, the Florida Prepaid College Board has established a maximum contribution amount of \$341,000 for participation in both plans.</p>
<p>17. What are the applicable statutes and rules?</p>	<p>Part IV, Ch. 1009, F.S. — Prepaid College Board Programs.</p> <p>Subtitle 19B, F.A.C. -- Florida Prepaid College Board.</p>
<p>18. Where can I get additional information?</p>	<p>Florida Prepaid College Board 1-800-552-GRAD (4723) www.florida529plans.com</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Florida College Investment Plan

Fact Sheet

January 2008

1. What is the Florida College Investment Plan?	<p>The State of Florida offers the Florida College Investment Plan (Investment Plan) as another method to assist families in planning and saving for a college education. The Investment Plan is administered by the Florida Prepaid College Board and provides an investment vehicle to be used to accumulate funds to pay for college expenses.</p> <p>The Investment Plan allows anyone over the age of 18 to open an investment account that will be used for any qualified education expense. The account owner saves at his or her own pace and controls the account, deciding how to invest the money from among the 5 investment options available under the Investment Plan, each option having different levels of risk, but none having commission or sales charges.</p> <p>As of June 30, 2007 a total of 24,399 Investment Plans have been opened.</p>
2. What investment options are available through the Investment Plan?	<p>The investment options available to account owners in the Investment Plan are:</p> <ul style="list-style-type: none">• Fixed Income Investment Option (Option 1): Allocates contributions to the fixed income portfolio;• U.S. Equity Investment Option (Option 2): Allocates contributions equally among three equity investment portfolios;• Balanced Investment Option (Option 3): Allocates contributions equally between Option 1 and Option 2;• Age Based/Years to Enrollment Investment Option (Option 4): Allocates contributions between Option 1 and Option 2, based on age of the beneficiary or the number of years until the anticipated enrollment of the beneficiary in an eligible educational institution; and• Money Market Investment Option (Option 5): Allocates contributions to a money market fund.
3. What Qualified Educational Expenses are covered under the Investment Plan?	<p>Distributions from the Investment Plan may be used for any qualified higher education expenses: tuition, fees, room and board, books, supplies, equipment required for enrollment or attendance, and off-campus housing and food for students who are at least half-time. This plan can even be used for the qualified educational expenses of graduate school.</p>
4. Who can purchase an Investment Plan?	<p>Anyone over the age of 18 may open an investment account — a parent, a grandparent, business, trust, church, or organization. When opening an investment account, the account owner must name a beneficiary (the student).</p>

Florida College Investment Plan

	<p>Neither the account owner nor the beneficiary have to be a Florida resident. However, the account owner and beneficiary must be U.S. citizens or resident aliens.</p> <p>(Note: An Investment Plan may not be purchased without naming a beneficiary.)</p>
5. What are the age requirements governing the beneficiary of an Investment Plan?	There are no age requirements for the beneficiary; when the account is opened, a beneficiary of an investment plan account can be a child, an adult, or the account owner.
6. How are Investment Plans purchased?	Families may sign up for the Investment Plan online at www.florida529plans.com . The Enrollment Kit and application can also be printed from the Board Web site (www.florida529plans.com) or requested by calling 1-800-552-GRAD. There is a required non-refundable \$50 application fee. An Investment Plan account may be opened at any time.
7. What types of payment options are available?	An account can be opened with a one-time contribution of \$250 or by starting a monthly automatic withdrawal from a checking/savings account with a minimum of \$25. Payments can be made via automatic withdrawal from a checking or savings account or through payroll deduction, if offered by the employer. NOTE: The State of Florida offers payroll deduction for the Investment Plan.
8. Where can Investment Plan beneficiaries use their benefits?	The Investment Plan can be used at any qualified postsecondary educational institution eligible to receive federal financial assistance.
9. Are there any tax benefits associated with the Investment Plan?	Yes. The earnings on an investment account are deferred for federal income tax purposes until withdrawal. As long as withdrawals from an investment account are used for the beneficiary's qualified higher education expenses, the earnings portion of the withdrawals will not be subject to federal income taxation. Contributions to an investment account and earnings on that account are also exempt from State of Florida taxation.
10. Who can direct withdrawals from an Investment Plan?	Only the account owner may direct withdrawals from an account by submitting a written request to the Florida Prepaid College Board.
11. Are there any conditions under which an account owner may receive a refund?	No. An account owner of the Investment Plan may withdraw his or her money at any time for any reason, but certain tax consequences may apply. In some cases, a \$50 cancellation fee may also apply.
12. Are the Investment Plans financially guaranteed?	No. Investment returns will fluctuate and are not guaranteed.
13. Does Florida offer families another way to save for college?	Yes. The Florida Prepaid College Board also offers the Florida Prepaid College Plan (Prepaid Plan) to assist families in planning and saving for a college education. Whereas the Investment Plan may be used for any qualified

Florida College Investment Plan

	<p>higher education expense, the Prepaid Plan pays only for <u>certain</u> qualified higher education expenses. (Refer to Florida Prepaid College Plan Fact Sheet).</p> <p>Participation in one of the plans does not limit participation in the other. The Investment Plan complements the Prepaid Plan, the first plan established by the Florida Prepaid College Board.</p> <p>As required by the 529 IRS laws, the Florida Prepaid College Board has established a maximum contribution amount of \$341,000 for participation in both plans.</p>
<p>14. What are the applicable statutes and rules?</p>	<p>Part IV, Ch. 1009, F.S. — Prepaid College Board Programs.</p> <p>Subtitle 19B, F.A.C. -- Florida Prepaid College Board.</p>
<p>15. Where can I get additional information?</p>	<p>Florida Prepaid College Board 1-800-552-GRAD (4723) www.florida529plans.com</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
Tuition Assistance for Veterans

Fact Sheet

January 2008

<p>1. Does the state provide tuition assistance for veterans?</p>	<p>Yes. Current law requires state universities and community colleges to waive undergraduate tuition for recipients of the Purple Heart or other combat decoration superior in precedence to the Purple Heart award.</p>
<p>2. What are the other combat decorations that would qualify a veteran for the tuition waiver?</p>	<p>The other combat decoration awards that would qualify a veteran for the tuition waiver are:</p> <ul style="list-style-type: none"> • Medal of Honor (Army, Navy, Air Force) • Distinguished Service Cross • Navy Cross • Air Force Cross • Silver Star • Distinguished Flying Cross • Bronze Star Medal
<p>3. What are the general requirements to receive the tuition waiver?</p>	<p>In order to receive an undergraduate tuition waiver, a recipient of a Purple Heart or other qualified combat decoration must:</p> <ul style="list-style-type: none"> • Enroll as a full-time, part-time, or summer-school student in an undergraduate program of study leading to a degree or certification. • Reside currently in the State of Florida, and have been a Florida resident at the time of the military action that resulted in receipt of the award. • Submit to the state university or community college the DD-214 form issued at the time of separation from service as documentation verifying receipt of the award.
<p>4. How many hours are covered by the tuition waiver?</p>	<p>The waiver is set to cover 110 percent of the number of credit hours required for the degree or certificate program in which the student is enrolled.</p>
<p>5. What are the applicable statutes?</p>	<p>Section 1009.26, F.S. – Fee waivers.</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Office of Student Financial Assistance 1-800-366-3475 www.floridastudentfinancialaid.org</p> <p>Florida House of Representatives Schools & Learning Council (850) 488-7451</p>



Schools & Learning Council
First Generation Matching Grant
(FGMG) Program

Fact Sheet

January 2008

<p>1. What is the First Generation Matching Grant (FGMG) Program?</p>	<p>The First Generation Matching Grant (FGMG) Program is a grant program available to degree-seeking, resident, undergraduate students who demonstrate financial need, are enrolled in a state university or public community college, and whose parents have not earned baccalaureate or higher degrees.</p>
<p>2. Who administers the FGMG Program?</p>	<p>Each participating institution determines application procedures, deadlines, and student eligibility.</p> <p>Participating institutions rank all eligible applicants on the basis of financial need; determine the award amount for each recipient; notify each student of his or her award; and, disburse awards to eligible students each term.</p>
<p>3. What are the student eligibility criteria for the FGMG?</p>	<p>A student must meet the following general criteria to be eligible to receive a FGMG:</p> <ul style="list-style-type: none"> • Be a Florida resident. • Not owe a repayment or be in default under any state or federal grant, loan, or scholarship program unless satisfactory arrangements to repay have been made. • Not have previously received a baccalaureate degree. • Be accepted at a Florida state university or community college and enroll for a minimum of six credit hours per term as a degree-seeking undergraduate student. • Meet additional eligibility requirements as established by the postsecondary institution. • Be a first generation college student. • Demonstrate financial need by submitting the Free Application for Federal Student Aid (FAFSA).
<p>4. What are the renewal criteria for the FGMG?</p>	<p>Each participating institution determines student eligibility for renewal awards in conformance with the eligibility criteria for the FGMG.</p>
<p>5. What is a “first generation” college student?</p>	<p>A student is considered “first generation” if neither of the student’s parents has earned a college degree at the baccalaureate level or higher. A student would also be eligible if he or she regularly resides with and receives support from only one parent who did not earn a baccalaureate degree.</p>
<p>6. How do students apply for a FGMG?</p>	<p>A student must meet the application procedures established by the participating institution. Applications may be obtained at the financial aid office of eligible participating institutions.</p>

First Generation Matching Grant Program

	<p>A student must demonstrate financial need by completing the Free Application for Federal Student Aid (FAFSA) in time to be processed error free by the deadline specified by the institution.</p>
<p>7. What is the award amount?</p>	<p>The award amount is based on the student's need assessment after any scholarship or grant aid has been applied. An award may not exceed the institution's estimated annual cost of attendance for the student to attend the institution.</p> <p>During the FY 2006-07, 7,508 state university students received a FGGMG with an average award amount of \$1,607.46.</p> <p>During the same period, 2,480 community college students received a FGGMG with an average award amount of \$945.</p>
<p>8. How much funding has been provided for the FGGMG Program?</p>	<p>The Legislature appropriated \$8,245,000 to the Department of Education for the First Generation Matching Grant Program for the FY 2007-2008. Of those funds, \$6,304,925 was allocated for state universities and \$1,940,075 for community colleges.</p> <p>The funds appropriated for the program are allocated by the Department of Education's Office of Student Financial Assistance (OSFA) to match private contributions on a dollar-for-dollar basis.</p> <p>OSFA reserves a proportionate allocation of the total appropriated funds for each state university on the basis of full-time equivalent enrollment. Funds that remain unmatched as of December 1 will be reallocated to state universities that have remaining unmatched private contributions for the program on the basis of full-time equivalent enrollment.</p> <p>If required matching funds are not raised by participating community colleges by December 1, 2007, the remaining funds will be reallocated to First Generation in College Matching Grant Programs at state universities which have remaining unmatched private contributions.</p>
<p>9. What are the applicable statutes and laws?</p>	<p>Section 1009.701, F.S. -- First Generation Matching Grant Program.</p> <p>2007-2008 General Appropriation Act, Specific Appropriation 5A and 2007-2008 Special Appropriation, Specific Appropriation 2.</p>
<p>10. Where can I get additional information?</p>	<p>Department of Education Office of Student Financial Assistance 1-888-827-2004 (toll free) (850) 410-5200</p>

First Generation Matching Grant Program

www.fldoe.org

www.FloridaStudentFinancialAid.org

Florida House of Representatives
Schools & Learning Council
(850) 488-7451



Schools & Learning Council
Florida Work Experience Program

Fact Sheet

January 2008

<p>1. What is the Florida Work Experience Program?</p>	<p>The Florida Work Experience Program (FWEP) is a work-study, need-based aid program that enables eligible students to gain work experience that complements and reinforces their educational program and career goals. Established in 1993, the program allows students who have unmet financial need to work for financial assistance.</p>
<p>2. Who administers the Florida Work Experience Program?</p>	<p>The program is administered by participating postsecondary institutions in accordance with State Board of Education rules. Each participating postsecondary institution is responsible for: identifying work experiences suited to students' areas of study; recruiting and contracting with employers; placing students with employers; and monitoring program expenditures. A participating institution may use 100% of its FWEP allocation to employ students within the institution. Each institution may retain up to 10% of its total FWEP allocation to cover the cost of administering the program.</p>
<p>3. What types of credentials must a student be pursuing to qualify for work-study financial aid via the Florida Work Experience Program?</p>	<p>Work-study financial aid via the FWEP is available to qualified students enrolled in:</p> <ul style="list-style-type: none"> • An associate or baccalaureate degree program at an eligible state university or community college. • A postsecondary workforce certificate program at a community college or district school board operated career center. • Instruction at an Educator Preparation Institute (EPI).
<p>4. What are the student eligibility criteria for the Florida Work Experience Program?</p>	<p>In order to participate in the FWEP, a student must:</p> <ul style="list-style-type: none"> • Be a Florida resident and U.S. citizen or eligible non-citizen. • Demonstrate unmet financial need. • Not have previously earned a baccalaureate degree, except for students who are enrolled in an EPI. • Be enrolled: <ul style="list-style-type: none"> ○ In at least 6 credit hours per term in an associate or baccalaureate program at an eligible community college or university; or ○ As at least a half-time student in a district school board operated career center certificate program or an EPI. • Maintain a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent.
<p>5. Which postsecondary institutions are eligible to</p>	<p>Students must be enrolled at an eligible postsecondary institution to participate in the FWEP. An eligible institution</p>

Florida Work Experience Program

<p>participate in the Florida Work Experience Program?</p>	<p>is any one of the following:</p> <ul style="list-style-type: none">• A state university or community college;• A non-profit college or university which is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and chartered as a Florida domestic corporation;• A non-profit college or university licensed by the Commission for Independent Education; or• A non-profit, private nursing diploma school approved by the Florida Board of Nursing.• A career center operated by a district school board.• An EPI. <p>The following institutions are eligible to participate in the FWEP during Fiscal Year 2007-08:</p> <ul style="list-style-type: none">• Atlantic Institute of Oriental Medicine• Atlantic Technical Center• Ave Maria University• Barry University• Beacon College• Belhaven College• Bethune-Cookman University• Bradford Union Area Vocational Technical Center• Brevard Community College*• Broward Community College*• Carlos Albizu University• Central Florida Community College*• Charlotte Technical Center• Chipola College*• City College Fort Lauderdale• Clearwater Christian College• Columbia College• Community Technical & Adult Education• D.G. Erwin Technical Center• Daytona Beach Community College*• DeSoto County Adult Education Center• Eckerd College• Edison College*• Edward Waters College• Embry-Riddle Aeronautical University• Everglades University• First Coast Technical Institute• Florida Community College at Jacksonville*• Florida A & M University• Florida Atlantic University*
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Florida Work Experience Program

	<ul style="list-style-type: none">• Florida Christian College• Florida College• Florida Community College at Jacksonville• Florida Gulf Coast University• Florida Hospital College of Health Science• Florida Institute of Technology• Florida International University• Florida Keys Community College*• Florida Memorial University• Florida Southern College• Florida State University• Flagler College• Flagler County Schools Adult and Community Education• George Stone Area Vocational Technical Center• George T. Baker Aviation School• Gulf Coast Community College*• Henry W. Brewster Technical Center• Hillsborough Community College*• Hobe Sound Bible College• Hodges University• Indian River Community College*• ISTM DBA City College• Jacksonville University• Johnson & Wales University• Jones College• Lake City Community College*• Lake Sumter Community College*• Lake Technical Center• Lee County High Tech Center-- Central• Lee County High Tech Center-- North• Lindsey Hopkins Technical Education Center• Lively Technical Center• Lorenzo Walker Institute of Technology• Lynn University• Manatee Community College*• Manatee Technical Institute• Marchman Technical Education Center• MDCPS The English Center• Miami Dade College*• Miami Lakes Educational Center• National Louis University• New College of Florida• North Florida Community College*• Northwood University• Nova Southeastern University• Okaloosa Applied Technology Center
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Florida Work Experience Program

	<ul style="list-style-type: none">• Okaloosa-Walton College*• Orlando Tech• OTEC-Mid-Florida Tech• Palm Beach Atlantic University• Palm Beach Community College*• Pasco-Hernando Community College*• Pensacola Junior College*• Pinellas Technical Education Center-- Clearwater• Pinellas Technical Education Center-- St. Petersburg• Polk Community College*• Radford M. Locklin Technical Center• Ridge Career Center• Ringling School of Art and Design• Robert Morgan Educational Center• Rollins College• Saint Leo University• Santa Fe Community College*• Sarasota County Technical Institute• Seminole Community College*• Sheridan Technical Center• South Florida Community College*• Southeastern University• Southwest Florida College• St. John Vianney College Seminary• St. Johns River Community College*• St. Petersburg College*• St. Thomas University• Stetson University• Suwannee-Hamilton Technical Center• Tallahassee Community College*• Tampa Bay Vocational Technical Center• Taylor Technical Institute• Technical Education Center-- Osceola (TECO)• The Baptist College of Florida• Thomas P. Haney Technical Center• Traviss Career Center• Trinity Baptist College• Trinity College of Florida• Trinity International University• Troy University-- Fort Walton Beach• Union Institute & University• University of Central Florida• University of Florida• University of Miami• University of North Florida• University of South Florida
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Florida Work Experience Program

	<ul style="list-style-type: none"> • University of Tampa • University of West Florida* • Valencia Community College* • Walton Career Development Center • Warner Southern College • Washington-Holmes Tech Center • Webber International University • Westside Tech • William T. McFatter Technical Center • Winter Park Tech • Withlacoochee Technical Institute <p>*In addition to degree and certificate programs, these postsecondary institutions operate an eligible EPI.</p>
<p>6. How does a student apply for the Florida Work Experience Program?</p>	<p>The student must complete the Free Application for Federal Student Aid (FAFSA) in time to be processed error free by the deadline specified by the institution. The information provided on the FAFSA is used by the institution to determine a student's eligibility for financial assistance. Other application procedures, placement procedures and program deadlines are determined by the postsecondary institution.</p>
<p>7. Are part-time students eligible for the Florida Work Experience Program?</p>	<p>Yes. A student must be enrolled as at least a half-time student in an eligible degree or career certificate program. Six semester credit hours is considered "half-time" for associate and baccalaureate degree programs. For career certificate programs, "half-time" is defined as the clock hour equivalent of 6 semester credit hours at a community college. The clock hour equivalent of 6 semester credits is 180 hours.</p>
<p>8. How are students placed with employers?</p>	<p>Participating postsecondary institutions may employ students themselves or contract for student work-study placements with employers outside of the institution. Participating students must interview with the employer to secure employment.</p>
<p>9. How are students paid?</p>	<p>Each student is paid an hourly wage, which must be no less than the greater of either the federal or state minimum wage. Wages earned must not exceed the student's net financial need by more than \$300 per academic year.</p>
<p>10. How are student wages reimbursed to participating employers?</p>	<p>Each employer receives reimbursement from the student's postsecondary institution. Reimbursements are paid from state funds received by the postsecondary institution. Postsecondary institution and public school employers receive 100 percent reimbursement for wages paid to students. All other employers may be reimbursed for up to 70 percent of student wages paid.</p> <p>For the 2007-2008 school year, the Legislature appropriated \$1,569,922 to fund the FWEP.</p>

Florida Work Experience Program

11. What are the applicable statutes, rules, and laws?	Section 1009.77, F.S. – Florida Work Experience Program. 2007-2008 General Appropriations Act, Specific Appropriation 80, Senate Bill 2800, Chapter 2007-72, L.O.F. Rule 6A-20.038, F.A.C. – Florida Work Experience Program.
12. Where can I get additional information?	Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.FloridaStudentFinancialAid.org Florida House of Representatives Schools & Learning Council (850) 488-7451

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
A&P Employees	Administration and Professional Employees
A&S Fee	Activity and Service Fee
AA Degree	Associate in Arts Degree
AAS Degree	Associate in Applied Science Degree
ABC School	A Business Community School
ABLE	Access to Better Learning and Education Grant Program
ACE	American Council on Education
ACE of Florida	Adult & Community Educators of Florida
ACT	American College Testing Program
ADA	Americans with Disabilities Act
AP	Advanced Placement Program
AICE	Advanced International Certificate of Education Program
AIP	Academic Improvement Plan
AS Degree	Associate in Science Degree
ASL	American Sign Language
AWI	Agency for Workforce Innovation
BOG	Board of Governors of the State University System
BSA	Base Student Allocation
CCPF	Community College Program Fund
CDA	Child Development Associate
CEU	Continuing Education Unit
C.F.R.	Code of Federal Regulations
CIE	Commission for Independent Education

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
CLAST	College Level Academic Skills Test
CLEP	College Level Examination Program
CO&DS	Capital Outlay and Dept Service
COPS	Certificates of Participation
CPT	College Placement Test
CROP	College Reach-out Program
CWE	Continuing Workforce Education
DCD	District Cost Differential
DOE	Department of Education
DPS	Division of Public Schools
DRS	Developmental Research Schools
DSO	Direct Support Organization
ECS	Education Commission of the States
EDUCATE 2000	Educators Developing Unequaled Competence Act: Teaching Excellence 2000
EEO	Equal Employment Opportunity
E & G	Education and General Budget
EIG	Effort Index Grant Fund
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
F.S.	Florida Statutes
F.A.C.	Florida Administrative Code
FACC	Florida Association of Community Colleges
FACTS	Florida Academic Counseling & Tracking for Students

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
FADIMA	Florida Association of District Instructional Materials Administrators
FADSS	Florida Association of District School Superintendents
FAPE	Free Appropriate Public Education
FAPSC	Florida Association of Postsecondary Schools & Colleges
FASLTA	Florida American Sign Language Teacher’s Association
FAW	Florida Administrative Weekly
FCAT	Florida Comprehensive Assessment Test
FCCS	Florida Community College System
FCO	Fixed Capital Outlay
FEC	Florida Education Center
FEFP	Florida Education Finance Program
FETPIP	Florida Education and Training Placement Information Program
FHSAA	Florida High School Athletic Association
FIRN	Florida Information Resource Network
FISH	Florida Inventory of School Houses
FLVS	Florida Virtual School
FRAG	Florida Resident Access Grant
FSA	Florida Student Association
FSAG	Florida Student Assistance Grant
FSBA	Florida School Board Association
FSEC	Florida Schools of Excellence Commission
FSP	Family Support Plan
FTE	Full-Time Equivalent

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
FTIC	First time in college
FWEP	Florida Work Experience Program
FY	Fiscal Year
GAA	General Appropriations Act
GED	General Education Development
GPA	Grade Point Average
IB	International Baccalaureate Program
ICUF	Independent Colleges & Universities of Florida
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IFAS	Institute of Food and Agricultural Sciences, a division of the University of Florida
IMC	Instructional Materials Committee
ITP	Interpreter Training Program
LEP	Limited English Proficiency
L.O.F.	Laws of Florida
LRE	Least Restrictive Environment
MAP	Merit Award Program
META	Multi-Cultural Education Training Advocacy, Inc
NAEP	National Assessment of Educational Progress
NBPTS	National Board for Professional Teaching Standards
NCAA	National Collegiate Athletic Association
NCES	National Center for Education Statistics
NCLB	Federal No Child Left Behind Act

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
OPPAGA	Office of Program Policy Analysis and Governmental Accountability
OPS	Other Personal Services
OSP	Opportunity Scholarship Program
P.E.	Physical Education
PECO	Public Education Capital Outlay
PSAV	Postsecondary Adult Vocational
RLE	Required Local Effort
R.O.T.C.	Reserve Officer Training Corps
SAC	School Advisory Counsel
SACS	Southern Association of Colleges and Schools
SAI	Supplemental Academic Instruction
SAT	Scholastic Aptitude Test
SBE	State Board of Education.
SCH	Student Credit Hour
SESIR	School Environmental Safety Incident Reporting System
SFO	Scholarship Funding Organizations
SGA	Student Government Association
SIP	School Improvement Plan
SIT	School Infrastructure Thrift Program
SMART Schools	Soundly-Made, Accountable, Reasonable and Thrifty Schools
SREB	Southern Regional Education Board
SUS	State University System of Florida

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
TANF	Temporary Assistance for Needy Families
TCA	Temporary Cash Assistance
TIPS	Truancy Intervention Programs Sweeps
U.S.C.	United States Code
USDOE	United States Department of Education
VPK	Voluntary Prekindergarten Education Program
WDEF	Workforce Development Education Fund Darren

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