

Impact of 2011 Legislation on FTE Student Enrollment

Table of Contents

Introduction.....	2
1. CS/CS/HB 7197, Enrolled: School Choice — Digital Learning Act.....	2
a. Section 2: Establishment of Virtual Charter Schools	2
b. Section 3: Florida Virtual School (FLVS).....	3
c. Section 5: Virtual Instruction Eligibility Requirements for Kindergarten and Grade One	5
d. Section 6: Virtual Course Graduation Requirement	6
e. Indirect Effects of Increased Access to Virtual Education	8
2. CS/HB 1329, Enrolled: School Choice — McKay Scholarships for 504 Students	8
3. CS/CS/CS/SB 1546, Enrolled: School Choice — High Performing Charter Schools	9
4. CS/HB 1331, Enrolled: School Choice — Opportunity Scholarships.....	11
5. CS/HJR 1471, Enrolled: School Choice — Religious Freedom.....	12
6. SB 404, Enrolled: College-Preparatory Boarding Academy Pilot Program.....	13
7. CS/CS/HB 1255, Enrolled: Education Accountability	14
a. Section 2: Access to FLVS Courses	14
b. Sections 6 and 16: Assessment	14
c. Section 17: Digital Curriculum.....	15
d. Section 7: Short-Term DJJ Facility Enrollment and McKay Scholarship Program Eligibility.....	15
e. Section 18: One-Year Exemption from Reading Remediation.....	16
f. Section 19: Election of the accelerated graduation option.....	16
g. Section 22: Strategic Five-Year Plan.....	17
h. Section 25: Civics End-Of-Course Examination	17
i. Section 33: Exceptional Student Education (ESE) Matrix Of Services	18
8. SB 2120, Enrolled — K-12 Funding.....	19
a. Section 8: Charter School Enrollment for Certain Schools	19
b. Section 15: Class Size Accountability Requirements.....	19
c. Section 33: Coenrolled High School Students; FTE Added for Industry Certification & FLVS..	20
d. Section 34: Transfer of DJJ Students in Detention Centers after an FTE Survey	21
9. SB 2150, Enrolled: Coenrolled High School students	22

Introduction

Nine bills enacted during the 2011 Legislative Session contain provisions that may impact full-time equivalent (FTE) student enrollment for the Florida Education Finance Program (FEFP) or for capital outlay (CO) FTE planning. The bills are presented in order of impact, not numerically. All references to FTE in the discussion apply to FEFP FTE, unless otherwise specified. All impacts are the cumulative final adopted effects, including a June 6, 2011 post-conference revision.

1. CS/CS/HB 7197, Enrolled: School Choice — Digital Learning Act

a. Section 2: Establishment of Virtual Charter Schools

Discussion of Change:

CS/CS/HB 7197 Enrolled, Section 2, amends s. 1002.33, F.S., authorizing the establishment of virtual charter schools.

Impact Discussion

The creation of virtual charter schools will provide an additional online option.

The effects are different for kindergarten and grade one and for grades two through twelve. This section of the discussion only addresses the effects for grades 2-12. The effect on enrollment in kindergarten and grade one in virtual charter school is discussed in part 1.c. (page 5) when the effect of virtual school eligibility in kindergarten and grade one is discussed

In grades two through twelve there is expected to be only a very small effect on FTE from the attraction of children of military families and siblings of children already enrolled (estimated as 1 percent of the enrollment).

The creation of virtual charter schools is expected to have a downward impact on CO FTE in grades two through twelve as almost the entire enrollment in those grades at virtual charter schools is expected to come from students currently enrolled in traditional public schools (estimated as 99 percent of the enrollment).

There is only a slight possibility for the operation of a virtual charter school in 2011-12. The major impact is expected to occur in 2012-13 and beyond. If the virtual charter school enrollment has a growth pattern similar to that of the district virtual program, then the virtual charter school FTE enrollment would be 1,500 in 2012-13, 2,000 in 2013-14, and 2,500 in 2014-15.

Adopted Impact

Cumulative Effects of Virtual Charter Schools					
		2011-12	2012-13	2013-14	2014-15
Kindergarten and Grade one		See discussion of 1.c. beginning on page 5			
Grades 2-12					
	FTE effect	Positive insignificant	15	20	25
	CO FTE effect	Negative insignificant	(1,485)	(1,980)	(2,475)

b. Section 3: Florida Virtual School (FLVS)

Discussion of Change:

Full-time program for kindergarten through grade twelve

This bill amends s. 1002.37, F.S., authorizing, for the first time, the Florida Virtual School (FLVS) to offer a full-time program for kindergarten through grade twelve. For kindergarten through grade eight, a student who has completed six full-credit FLVS courses or the prescribed level of content that counts toward promotion to the next grade is considered a full-time student. To be considered a full-time student in grades nine through twelve, a student must have completed six full-credit FLVS courses that count toward graduation.

Individual online courses for students in grades four and five.

Currently the FLVS is authorized to offer individual online courses in grades six through twelve. This bill expands the authorization to include fourth and fifth grade public school students who take FLVS middle school courses.

For students receiving part-time instruction in grades four and five and students receiving full-time instruction in kindergarten through grade twelve from the FLVS, the combined total of all FTE reported by both the school district and the FLVS may not exceed 1.0 FTE.

The bill requires parents of students with FCAT Reading or Mathematics scores at Level 4 or Level 5 to be notified by the school of accelerated courses available through the FLVS.

End-of-course Examinations

Beginning in 2014-15, a student who is enrolled in a FLVS course that requires an end-of-course examination must successfully pass the exam for the student to earn FTE.

Impact Discussion

Full-time program for kindergarten through grade twelve

Section 5 of this bill changes the eligibility for kindergarten and grade one for all virtual programs and will increase the FTE expected in these grades. This impact of authorizing kindergarten and grade one full-time FLVS programs will be discussed and provided in the Section 5 discussion (part 1.c. beginning on page 5).

The students in the grades two through five full-time FLVS program will come from the same population that is eligible for school district virtual programs. Providing additional virtual options may have an indirect effect of increasing virtual enrollment as parents and students learn about the options and become more comfortable with virtual education. Since this is not a direct effect of this section, the indirect effect will be covered in a later section (part 1.e. beginning on page 8).

Individual online courses for students in grades four and five.

FLVS will also see an increase in the number of fourth and fifth grade students who take accelerated courses as schools notify parents of the expansion of the part-time FLVS program to grades four and five. The impact on CO FTE is expected to be minimal but downward.

End-of-course Examinations

The impact of end-of-course examinations on FTE is not expected until 2014-15, which is at the end of the three-year forecast range.

Adopted Impact

Cumulative Effects of FLVS Expansion for Individual Online Courses for Grades Four and Five Students				
Year	2011-12	2012-13	2013-14	2014-15
<i>Full-time program for kindergarten through grade twelve.</i>	No direct impact expected on either FTE or on CO FTE			
<i>Individual online courses for students in grades four and five</i>				
FTE	0	0	0	0
CO FTE	(120)	(136)	(149)	(164)
<i>End-of-course Examinations</i>	No impact in this time period			

c. Section 5: Virtual Instruction Eligibility Requirements for Kindergarten and Grade One

Discussion of Change

CS/CS/HB 7197, Enrolled, Section 5, amends s. 1002.45, F.S., revising Virtual Instruction Program eligibility requirements to include all students entering kindergarten and grade one. Currently, a student must have been reported for funding during the preceding October and February FTE surveys, be the dependent of a member of the armed forces, have been enrolled in a district virtual program in the preceding year or have a sibling who is currently enrolled in a district virtual program.

Impact Discussion

The effect of kindergarten and grade one students entering full-time virtual programs due to all virtual options will be an increase in FTE.

A significant portion of kindergarten and grade one students who enroll full-time in virtual education may not have enrolled in a public school if the full-time option was not available. Without this option, most of these students would have been educated at home or in private schools.

In 2009-10 (the latest year that data is available) there were 62,567 home schooled students. The grade distribution of these students is not reported. However, it is estimated that the distribution of these students shows a larger concentration of students in the lower grades. In 2007-08, 32 percent of the students in kindergarten through grade eight virtual schools were enrolled in kindergarten and grade one. It is estimated that about 25 percent of the home school enrollment in kindergarten through grade twelve would be attributed to students in kindergarten and grade one. Using the 2009-10 level of home education enrollment, about 15,600 students are eligible to use this option in the first year.

After the first year, only the kindergarten effect has to be estimated since first grade students in this population would most likely have entered virtual education in kindergarten the previous year. This kindergarten effect is estimated to be 7,800 (half of 15,600).

Not all students who are eligible to enroll in a virtual program will chose to do so. Low, medium, and high estimates reflect varying percentages of the eligible population choosing to enroll with the low estimate based on 10 percent enrolling, the medium estimate based on 30 percent enrolling and the high estimate based on 50 percent enrolling.

There is a negative insignificant effect on CO FTE due to students who would have been enrolled in a traditional public school without the expanded options. There will be no impact on CO FTE from students who were going to attend private school or pursue home education without the expanded options.

Adopted Impact

The Cumulative Effects adopted apply to the effect on kindergarten and grade one from all virtual options. The conference adopted the low estimate (10 percent) for 2011-12 and the medium estimate (30 percent) for 2012-13 through 2014-15.

Cumulative Effects of Eligibility Requirement for Kindergarten and Grade One				
	2011-12	2012-13	2013-14	2014-15
FTE effect	1,560	3,900	6,240	8,580
CO FTE effect	Negative insignificant	Negative insignificant	Negative insignificant	Negative insignificant

d. Section 6: Virtual Course Graduation Requirement¹

Discussion of Change

CS/CS/HB 7197, Enrolled, Section 6, amends s. 1003.428, F.S., requiring students who enter grade nine beginning in 2011-12 to take at least one virtual course to graduate from high school. The options for meeting this requirement include taking a course from the FLVS, taking an online course offered by the high school, or taking a dual enrollment course at a state college where the school district has an inter-institutional articulation agreement.

Impact Discussion

The impact on FTE is expected to be positive insignificant. The funding of FTE for an individual student is held to 1.0 FTE in most instances. Only Department of Juvenile Justice (DJJ) students and students enrolled in both traditional courses and FLVS part-time courses in grades six through twelve are allowed to exceed this maximum.

The impact on CO FTE is expected to be substantial since online course FTEs are not included in CO FTE. However, not all virtual instruction will result in a decline in CO FTE because not all online courses will replace a CO FTE funded course.

Students may take the required online course in any of the grades nine through twelve. In 2011-12 only the entering grade nine students have this online requirement; thus, only grade nine will be affected in 2011-12. The 2014-15 year is the first year in which all grades are affected. The table on the next page shows the impact calculation details.

¹ Revised June 6, 2011 post-conference

Public Schools K-12 Enrollment Estimating Conference Post-Conference Report
 May 25, 2011 including June 6, 2011 post-conference revision

Calculation of Impact on CO FTE (sources identified in parentheses)				
A.	Estimate of CO FTE grades 9-12 in 2014-15 (From CO FTE forecast without 2011 legislative impact)	682,923		
B.	% of students with no prior online course (Derived from a FLVS file showing number of public school students who took at least one online course in 2009)	66%		
C.	Estimate of CO FTE with no prior online course (A multiplied by B)	450,729		
D.	No. of additional online courses for the four cohorts (C divided by 6)	75,122		
E.	Number of online FTE per cohort (D divided by 4)	18,781	Offset	No Offset
F.	% of additional online FTE per cohort that is offset for COFTE (from DOE special data run)		88%	12%
G.	Breakdown by offset group (E multiplied by F)		16,527	2,254
H.	Percentage of online FTE replacing CO FTE		100%	0%
I.	Total online FTE replacing CO FTE per cohort (G multiplied by H)	16,527	16,527	0
J.	CO FTE effect per cohort (negative of I)	(16,527)		

The effect is expected to be lower for 2011-12 since most students have already scheduled their courses for 2011-12. Students may also defer taking the online course until closer to graduation. Thus, it is assumed that the percentage taking the course would be higher at each succeeding grade level. The table below shows the grade pattern used for the estimates. The grade pattern affects only the years 2011-12 through 2014-15. After 2014-15 the cumulative effect remains constant as one cohort graduates and another cohort enters grade nine.

This estimate considers only the requirement to take the one online course required for graduation. After completing the required virtual instruction course, a student may be more likely to take additional courses. That indirect effect is included in the next section of this document.

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2011-12	(1,000)				(1,000)
2012-13	(2,000)	(4,000)			(6,000)
2013-14	(2,000)	(3,000)	(4,000)		(9,000)
2014-15	(2,000)	(3,000)	(4,000)	(7,527)	(16,527)
2015-16	(2,000)	(3,000)	(4,000)	(7,527)	(16,527)
2016-17	(2,000)	(3,000)	(4,000)	(7,527)	(16,527)

Adopted Impact

Cumulative Effects of Virtual Course Graduation Requirement				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Positive insignificant	Positive insignificant	Positive insignificant	Positive insignificant
CO FTE effect	(1,000)	(6,000)	(9,000)	(16,527)

e. Indirect Effects of Increased Access to Virtual Education

Description of Change

There may be an indirect effect of the several provisions of this bill that provide increased access to virtual education over what has been discussed in earlier sections. Additionally, Section 4 of this bill amends s. 1002.45, F.S., to require school districts that do not qualify for the scarcity supplement to offer more virtual options.

Impact Discussion

The total FTE may increase as the increased options attract students to enter public school from outside the system (home school and private school students in kindergarten and grade one, children in military families, and siblings of virtual education students).

The CO FTE may decrease as public school students choose virtual education courses over traditional courses.

Cumulative Indirect Effects of Increased Access to Virtual Instruction				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Positive insignificant	Positive insignificant	Positive insignificant	Positive insignificant
CO FTE effect	(100)	(748)	(1,099)	(1,664)

2. CS/HB 1329, Enrolled: School Choice – McKay Scholarships for 504 Students

Description of Change

CS/HB 1329, Enrolled, amends s. 1002.39, F.S., revising McKay Scholarship Program eligibility requirements to include students with 504 Accommodation Plans. Under the McKay Scholarship Program, a student has the choice of attending a private school, another public school in the district, or a public school in another district.

The scholarship amount for a student with a 504 Accommodation Plan is based on the current cost factor that the student generates through the FEFP.

A student who is issued a temporary (six months or less) 504 Accommodation Plan is not eligible for a McKay scholarship.

Impact Discussion

There will be no impact on FTE since students who have a 504 Accommodation Plan are currently reported for funding in the FEFP.

The impact on CO FTE is expected to be a decrease of about 1,869 CO FTE. There were approximately 51,069 students reported with a 504 Accommodation Plan in 2009-10. In 2009-10, 3.66 percent of the Exceptional Student Education FTE students were served through the McKay Scholarship Program. Under the assumption that 3.66 percent of the 51,069 students with a 504 Accommodation Plan would participate in the McKay Scholarship Program, 1,869 FTE students are expected to participate in the McKay Scholarship Program.

In subsequent years, CO FTE is expected to have an insignificant additional decrease since most current students with 504 Accommodation Plans who are interested in participating in the Accommodation Plan will already have done so. New entrants to the school system, who are eligible for the 504 Accommodation Plan, may pursue participation in the McKay Scholarship Program.

Cumulative Effects of McKay Scholarships for 504 Students				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	0	0	0
CO FTE effect	(1,869)	(1,869)	(1,869)	(1,869)

3. CS/CS/CS/SB 1546, Enrolled: School Choice – High Performing Charter Schools

Description of Change

CS/CS/CS/SB 1546, Enrolled, amends s. 1002.331, F.S., establishing criteria for High-Performing Charter Schools. A charter school may qualify as high-performing if it received at least two grades of ‘A’ and no grade below ‘B’ in the past three years and its annual financial audits have met specific criteria for the most recent three years for which the audits are available. If a school which is designated as a high-performing charter receives a grade of ‘C’ or below in any two years during the term of the charter, the sponsor may modify the terms of the charter and the charter school loses the high-performing status until it regains that status under the established definition. Virtual charter schools cannot be designated as high-performing charter schools.

A high-performing charter school system is defined as an entity that operates at least three high-performing charter schools in the state or an entity that operates a system of charter schools of which at least 50 percent are designated as high-performing.

A high-performing charter school may replicate, at most, one charter school a year. A high-performing charter school may also increase its enrollment by up to 15 percent above the capacity identified in the charter. A high-performing charter may also expand grade levels as long as the increase in enrollment is within 15 percent of the capacity identified in the charter.

If a high-performing charter school system establishes a new charter school in a school zone with a school that has been designated as lowest-performing, the high-performing charter school system will not lose its status as long as its school grade is higher than the low-performing school.

Impact Discussion

In recent years, the number of charter schools operating in Florida and their FTE enrollment has increased significantly each year. In 2009-10 there were 393 regular charter schools with a total FTE of 122,695; in 2010-11, the number of schools increased to 456 with a total FTE of 156,258. The impact of this legislation may be to increase the number of new charter schools opening each year by changing the approval process for high-performing schools.

A school that is designated as high-performing may attract home-school and private school students. Since most students who enter a charter school attend a traditional public school the prior year, the impact on FTE may be a small increase. Up to 10 percent of the enrollment in a new charter school is estimated to come from former private school and home-schooled students.

A downward impact on CO FTE is expected because charter schools do not qualify for CO FTE. The public school students who transfer to high-performing charter schools will no longer earn CO FTE.

Adopted Impact

Cumulative Effects of High Performing Charter Schools				
	2011-12	2012-13	2013-14	2014-15
Enrollment Increase of High Performing Charter School				
FTE effect	0	177	370	576
CO FTE effect	0	(1,593)	(3,330)	(5,184)
Replication of High Performing Charter Schools				
FTE effect	0	480	1,962	3,706
CO FTE effect	0	(4,320)	(17,658)	(33,354)

4. CS/HB 1331, Enrolled: School Choice – Opportunity Scholarships

Description of Change

CS/HB 1331, Enrolled, amends s. 1008.38, F.S., revising the definition of a failing school under the Opportunity Scholarship Program. A student who is attending a public school that has received a grade of ‘D’ or ‘F’ and has been determined to be in one of the two lowest school performance categories which are ‘Correct II’ and ‘Intervene,’ is eligible to participate in the Opportunity Scholarship Program. Currently, students who are enrolled in a school with a performance grade category ‘F’ for two school years in a 4-year period are eligible to participate in the Opportunity Scholarship Program.

A student who is eligible to participate in the Opportunity Scholarship Program may attend a higher-performing public school within the district, provided the school does not have a performance grade category of less than ‘C,’ or the student may attend a higher-performing school in any other Florida public school district with space to accommodate the student.

The bill deletes the private school provision in s. 1002.38, F.S., which authorizes an Opportunity Scholarship to be used for enrollment in a private school.

The district is responsible for providing transportation for a student who chooses a higher-performing school within the district. The parent is responsible for transportation for a student who chooses a higher-performing school in another district.

Impact Discussion

Students are continuing to attend a public school; therefore, there is no impact on FTE and CO FTE when students transfer to schools in the same district. There would be a shift in FTE and CO FTE among school districts for the students who transfer to schools in other districts.

However, there would be a significant positive impact on the FEFP Transportation Calculation.

Adopted Impact

Cumulative Effects of Opportunity Scholarships				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Possible Inter-district shifts	Possible Inter-district shifts	Possible Inter-district shifts	Possible Inter-district shifts
CO FTE effect	Possible Inter-district shifts	Possible Inter-district shifts	Possible Inter-district shifts	Possible Inter-district shifts
FEFP transportation calculation effect	Positive significant	Positive significant	Positive significant	Positive significant

5. CS/HJR 1471, Enrolled: School Choice – Religious Freedom

Description of Change

Article I, Section 3 of the Florida Constitution states that “No revenue of the state or any political subdivision or agency thereof shall ever be taken from the public treasury directly or indirectly in aid of any church, sect, or religious denomination or in aid of any sectarian institution.”

The amendment that voters will vote to ratify or reject on November 6, 2012, reads as follows: “Except to the extent required by the First Amendment to the United States Constitution, neither the government nor any agent of the government may deny to any individual or entity the benefits of any program, funding, or other support on the basis of religious identity or belief.”

Impact Discussion

If the amendment is approved by the voters in the general election of November 2012, the amendment would take effect on January 8, 2013.

The proposed constitutional amendment does not, in and of itself, constitutionally authorize the provisions of the Opportunity Scholarship Program (OSP) that allowed a scholarship for a student to attend a private school. The Florida Supreme Court held that the private school scholarship provisions of the OSP violated the constitutional mandate for a uniform system of free public schools.² The court did not address whether the OSP is a violation of the “no-aid” provision in Art. I, s. 3 of the State Constitution.³ Therefore, the proposed amendment, if adopted by the voters, would not have an effect on the FTE or CO FTE via the OSP.

Adopted Impact

Cumulative Effects of Proposed Constitutional Amendment				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	0	0	0
CO FTE effect	0	0	0	0

² *Bush v. Holmes*, 919 So.2d 392, 398 (Fla. 2006).

³ *Id.*

6. SB 404, Enrolled: College-Preparatory Boarding Academy Pilot Program

Description of Change

SB 404, Enrolled, amends s. 985.03, F.S., creating a College Preparatory Boarding Academy for at-risk students. Eligible students include students currently enrolled in grades five and six from a family whose income is below 200 percent of the federal poverty guidelines. In addition, to be eligible to attend the Boarding Academy, the student must meet at least one of the following criteria: be in foster care or a DJJ facility, live in a home where the head of household is not the custodial parent, live in a household that receives or qualifies for public housing assistance, or come from a family where a member of the student’s immediate family has been incarcerated.

The bill authorizes the State Board of Education to select and contract with a private non-profit corporation to offer a curriculum for students in grades six through twelve. The school must offer grade six in the initial year of operation, with the possibility of expanding in subsequent years. The academy operates only if, and to the extent that, it holds a valid charter under the charter school statute (s. 1002.33, F.S.).

The State Board of Education has sixty days from July 1, 2011, to issue a request for proposals from private, non-profit corporations to operate this program.

Impact Discussion

The impact on FTE is expected to be positive, but insignificant. The Boarding Academy will most likely start operations in the 2012-13 school year. Most, if not all, students attending the Boarding Academy will transfer to this school from traditional public schools and those schools will see a decline in CO FTE. The potential enrollment of the Boarding Academy is not known. There are significant implementation issues that need to be resolved.

Adopted Impact

Cumulative Effects of College-Preparatory Boarding Academy Pilot Program				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	Positive Insignificant	Positive Insignificant	Positive Insignificant
CO FTE effect	0	Negative Insignificant	Negative Insignificant	Negative Insignificant

7. CS/CS/HB 1255, Enrolled: Education Accountability

a. Section 2: Access to FLVS Courses

Description of Change

CS/CS/HB 1255, Enrolled, Section 2, amends s. 1001.42, F.S., requiring school districts to provide students with access to FLVS courses during and after normal school hours. This provision is a clarification of intent.

Impact Discussion

The impact on FTE is indeterminate as to magnitude.

There will be a downward insignificant impact on CO FTE.

Adopted Impact

Cumulative Effects of Clarification of Intent of Access to FLVS Courses				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant
CO FTE effect	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

b. Sections 6 and 16: Assessment

Description of Change

CS/CS/HB 1255, Enrolled, Section 6, amends s. 1002.38, F.S., requiring a school's grade to be based on statewide assessments for the purpose of determining eligibility for participation in the Opportunity Scholarship Program.

CS/CS/HB 1255, Enrolled, Section 16, amends s. 1003.4156, F.S., exempting students in grades six through eight with FCAT reading scores of Level 1 or Level 2 from the reading remediation requirement, if they scored Level 3 or higher in the previous three years.

Impact Discussion

There will be no impact on FTE or CO FTE.

Adopted Impact

Cumulative Effects of Assessment Changes				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	0	0	0
CO FTE effect	0	0	0	0

c. Section 17: Digital Curriculum

Description of Change

CS/CS/HB 1255, Enrolled, Section 17, creates s. 1003.4203, F.S., recommending the creation of a digital curriculum to enable students in grades six through twelve to become competent in web communications and web design.

Impact Discussion

There will be no impact on FTE or CO FTE.

Adopted Impact

Cumulative Effects of Digital Curriculum Recommendation				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	0	0	0
CO FTE effect	0	0	0	0

d. Section 7: Short-Term DJJ Facility Enrollment and McKay Scholarship Program Eligibility

Description of Change

CS/CS/HB 1255, Enrolled, Section 7, amends s. 1002.39, F.S., specifying that a student who enrolls in a DJJ facility for a period of up to 21 days will not become ineligible for participation in the McKay Scholarship Program. Currently a student who attends a DJJ facility for a period longer than 15 days is not eligible to participate in the McKay Scholarship Program.

Impact Discussion

There will be no impact on FTE. There is expected to be a negligible impact on CO FTE. A very small number of students will retain McKay Scholarship Program eligibility.

Adopted Impact

Cumulative Effects of short-term DJJ Facility Enrollment and McKay Scholarship Program Eligibility				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	0	0	0
CO FTE effect	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

e. Section 18: One-Year Exemption from Reading Remediation

Description of Change

CS/CS/HB 1255, Enrolled, Section 18, amends s. 1003.428, F.S., exempting for one year students in grades nine through twelve, with FCAT reading scores at either Level 1 or Level 2 from the reading remediation requirement, if they scored Level 3 or higher in the previous three years.

Impact Discussion

There will be no impact on total FTE. There may be a small effect on the program distribution of FTE because students who are exempt from reading remediation may enroll in a career education course as an elective. There will be no impact on CO FTE

Adopted Impact

Cumulative Effects of One-Year Exemption from Reading Remediation				
	2011-12	2012-13	2013-14	2014-15
FTE effect	No impact on total FTE but possible small effects on program distribution	Same as 2011-12	Same as 2011-12	Same as 2011-12
CO FTE effect	0	0	0	0

f. Section 19: Election of the accelerated graduation option

Discussion of Change

CS/CS/HB 1255, Enrolled, Section 19, amends s. 1003.429, F.S., authorizing students to elect the accelerated graduation option at any time during grades nine through twelve. Previously, students could select the accelerated graduation option in grade 9 only.

Impact Discussion

There may be a slight downward impact on FTE and CO FTE. Some students may choose the accelerated graduation option in a later grade, which may result in the student graduating at an earlier

date. Such students may earn fewer FTE than had they remained in school and not elected the early graduation option.

Adopted Impact

Cumulative Effects of Change in Election of Accelerated Graduation Option				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Negative insignificant	Negative insignificant	Negative insignificant	Negative insignificant
CO FTE effect	Negative insignificant	Negative insignificant	Negative insignificant	Negative insignificant

g. Section 22: Strategic Five-Year Plan

Description of Change

CS/CS/HB 1255, Enrolled, Section 22, creates s. 1003.4935, F.S., requiring each school district’s strategic five-year plan to incorporate the implementation of a career and professional academy in at least one middle school in the district. The middle school career and professional academy component must ensure the transition of middle school career and professional academy students to a high school career and professional academy currently operating within the district.

Impact Discussion

There will be no immediate impact on FTE. However, in the long run there may be an indeterminate increase in FTE as more non-college bound students remain in school to pursue industry certification. This provision may also increase the additional FTE for the Career and Professional Academy Industry Certification.

There will be no short term impact on CO FTE enrollment. The long-term impact may be positive, but insignificant.

Cumulative Effects of Change in Strategic Five-Year Plan	
FTE effect	No short-term effect; may be positive insignificant effect in long-term.
CO FTE effect	No short-term effect; may be positive insignificant effect in long-term.

h. Section 25: Civics End-Of-Course Examination

Discussion of Change

CS/CS/HB 1255, Enrolled, Section 25, amends s. 1008.22, F.S., requiring a student who is enrolled in grades six through eight to pass the end-of-course examinations in civics for promotion to the next grade.

Impact Discussion

This civics requirement will have an indeterminate impact on FTE and CO FTE.

Adopted Impact

Cumulative Effects of Requiring End-Of-Course Grades 6-8 Civics Examination				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Indeterminate	Indeterminate	Indeterminate	Indeterminate
CO FTE effect	Indeterminate	Indeterminate	Indeterminate	Indeterminate

i. Section 33: Exceptional Student Education (ESE) Matrix Of Services

Description of Change

CS/CS/HB 1255, Enrolled, Section 33, amends s. 1011.62, F.S., requiring the Department of Education to review and revise the services included in the matrix of services for exceptional students. The revisions shall be implemented before the beginning of the 2012-13 school year.

Impact Discussion

The revisions will be implemented at the beginning of the 2012-13 school year. There is expected to be no effect on total FTE or COFTE. An indeterminate redistribution of students within ESE categories is expected.

Adopted Impact

Cumulative Effects of ESE Matrix of Services Review and Revision					
		2011-12	2012-13	2013-14	2014-15
FTE effect	Unweighted	0	No impact on total	No impact on total	No impact on total
	Weighted	0	Indeterminate	Indeterminate	Indeterminate
CO FTE effect		0	0	0	0

8. SB 2120, Enrolled – K-12 Funding

a. Section 8: Charter School Enrollment for Certain Schools

Description of Change

SB 2120, Enrolled, Section 8, creates s. 1002.33(10)(e)(7), F.S., allowing a developer to reserve fifty percent of the charter school’s enrollment for students residing in the development, if the developer provides school facilities and related property worth at least \$10 million for the construction of the charter school.

Impact Discussion

There may be a slight increase in FTE as the developer may use the school’s enrollment guarantee while marketing the housing development. This may attract parents who would otherwise enroll their children in private school.

There would be a negligible reduction in CO FTE as the development would also attract a larger group of parents who currently enroll their children in traditional public schools.

Adopted Impact

Cumulative Effects of Charter School Enrollment for Certain Schools				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Positive insignificant	Positive insignificant	Positive insignificant	Positive insignificant
CO FTE effect	Negative insignificant	Negative insignificant	Negative insignificant	Negative insignificant

b. Section 15: Class Size Accountability Requirements

Description of Change

SB 2120, Enrolled, Section 15, amends s. 1003.03, F.S., revising class size accountability requirements by specifying conditions under which classes may exceed the limit by three students in prekindergarten through grade three and five students in grades four through twelve for students who enroll after the October FTE survey.

Impact Discussion

There will be no impact on FTE. This flexibility will assist school districts with compliance with class size requirements. The larger class sizes will reduce operating and facility costs. There may be an upward,

but insignificant, impact on CO FTE as fewer students enrolling after October may be directed to a virtual course due to class size accountability.

Adopted Impact

Cumulative Effects of Class Size Accountability Requirements				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	0	0	0
CO FTE effect	Positive insignificant	Positive insignificant	Positive insignificant	Positive insignificant

c. Section 33: Coenrolled High School Students; FTE Added for Industry Certification & FLVS

Description of Change

Costs for Coenrolled High School Students

SB 2120, Enrolled, Section 33, amends s. 1011.62, F.S., removing the requirement that state colleges be reimbursed for the costs of instructing coenrolled high school students.

Additional FTE for Industry Certification

SB 2120, Enrolled, Section 33 amends s. 1011.62, F.S., which provides the calculation for additional FTE for completion of an industry-certified career and professional academy program. Previously, the additional FTE was 0.3 FTE for each student who completed the program. This bill changed the additional FTE to either .1, .2, or .3 FTE based on the rigor of the program.

Removal of Additional FTE for Public School FLVS Students

SB 2120, Enrolled, Section 33 amends s. 1011.62, F.S., by removing the weight for additional FTE for public school FLVS instruction.

Impact Discussion

Costs for Coenrolled High School Students

There will be no impact on FTE. To the extent this former requirement was practiced, there will be a negligible upward impact on CO FTE as state colleges will have less incentive to co-enroll high school students.

Additional FTE for Industry Certification

There will be a negative insignificant impact on FTE membership added due to industry certification.

Removal of Additional FTE for Public School FLVS Students

This change will decrease the weighted FTE only.

Adopted Impact

Cumulative Effects of Section 33					
Year		2011-12	2012-13	2013-14	2014-15
<i>Costs for Coenrolled High School Students</i>					
	FTE effect	0	0	0	0
	CO FTE effect	Positive insignificant	Positive insignificant	Positive insignificant	Positive insignificant
<i>Additional FTE for Industry Certification</i>					
	FTE effect	Negative insignificant	Negative insignificant	Negative insignificant	Negative insignificant
	CO FTE effect	0	0	0	0
<i>Removal of Additional FTE for Public School FLVS Students</i>					
	FTE effect	Decrease in weighted FTE only			
	CO FTE effect	0	0	0	0

d. Section 34: Transfer of DJJ Students in Detention Centers after an FTE Survey

Description of Change

SB 2120, Enrolled, Section 34, creates 1011.621, F.S., authorizing the transfer of a pro rata share of the funds in the event DJJ students in detention centers are transferred from one district to another after an FTE survey.

Impact Discussion

There will be no impact on FTE or on CO FTE.

Adopted Impact

Cumulative Effects of Transfer of DJJ Students in Detention Centers after an FTE Survey				
	2011-12	2012-13	2013-14	2014-15
FTE effect	0	0	0	0
CO FTE effect	0	0	0	0

9. SB 2150, Enrolled: Coenrolled High School students

Description of Change

SB 2150, Enrolled, Section 35, amends 1011.80, F.S., allowing an adult education program to report up to two dropout prevention or credit recovery courses taken by a coenrolled high school student for the 2011-12 school year. Beginning in 2012-13, coenrolled high school students may not be reported for FEFP funding by an adult education program.

Impact Discussion

There are about 2,500 FTE that can no longer be funded in workforce education. The impact will be significant positive beginning in 2012-13.

Adopted Impact

Cumulative Effects of Coenrolled Students				
	2011-12	2012-13	2013-14	2014-15
FTE effect	Positive Insignificant	Positive Significant	Positive Significant	Positive Significant
CO FTE effect	0	0	0	0