



Education Appropriations Subcommittee

Meeting Packet

**February 9, 2016
9:00 a.m. – 11:00 a.m.
Morris Hall**



The Florida House of Representatives
APPROPRIATION COMMITTEE

Education Appropriations Subcommittee

Steve Crisafulli
Speaker

Erik Fresen
Chair

MEETING AGENDA

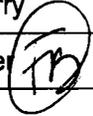
Morris Hall

February 9, 2016

- I.** Meeting Called To Order
- II.** Opening Remarks by Chair
- III.** Consideration of the following bill(s):
 - HB 793 - Florida Bright Futures Scholarship Program by Rep. O'Toole
 - CS/HB 887 - Computer Coding Instruction by K-12 Subcommittee and Rep. Adkins
 - CS/HB 1147 - Character-development Instruction by K-12 Subcommittee and Rep. Latvala
 - HB 1403 Pledge of Allegiance by Reps, Broxson, Hill, Narain
- IV.** Closing Remarks
- V.** Meeting Adjourned

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 793 Florida Bright Futures Scholarship Program
SPONSOR(S): O'Toole
TIED BILLS: IDEN./SIM. **BILLS:** SB 520

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Higher Education & Workforce Subcommittee	11 Y, 0 N	Cherry	Bishop
2) Education Appropriations Subcommittee		Butler 	Heflin 
3) Education Committee			

SUMMARY ANALYSIS

The bill modifies the initial eligibility period for the Florida Bright Futures Scholarship Program for students who are unable to accept an award due to full-time religious or service obligations lasting at least 18 months. Eligible students can defer the 2-year initial award period and the 5-year renewal period until the student completes the religious or service obligation. The organization sponsoring the full-time religious or service obligation must be a federal government service organization or satisfy the Internal Revenue Code's requirements for nonprofit status.

The bill also modifies student community service work requirements for the Florida Bright Futures Scholarship Program awards, including Florida Academic Scholars (FAS), Florida Medallion Scholars (FMS), and the Florida Gold Seal Vocational Scholars (FGSVS) awards.

The bill modifies the requirements by:

- Clarifying that community service work must be volunteer work and prohibits any student from receiving remuneration or academic credit for such work;
- Expanding volunteer service work areas to include a civic issue or a professional area of interest;
- Providing that volunteer work may include, but not be limited to, a business or government internship, employment with a nonprofit community service organization, or activity on behalf of a candidate for public office; and
- Establishing accountability requirements for student volunteer work that includes documentation in writing by the student, the student's parent, and a representative of the organization for which the student worked.

The number of community service hours required for each Bright Futures award remains unchanged; however, the definition of what constitutes community service is expanded.

The bill also eliminates references to outdated eligibility requirements for the FAS and FMS awards, and removes the higher test score requirement for home education students whose parents cannot document a college-preparatory curriculum. Specifically, the bill provides that test score requirements are the same for all students enrolled in home education programs as they are for all other high school students.

The fiscal impact of the bill is \$66,468 in Fiscal Year 2016-2017. SEE FISCAL COMMENTS.

The bill takes effect July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

The Florida Bright Futures Scholarship Program (Bright Futures) is a lottery-funded, merit-based scholarship program for Florida high school graduates who meet specified academic requirements and enroll in a degree program, certificate program or applied technology program at an eligible public or private postsecondary institution in Florida after graduating from high school.¹ The Department of Education (DOE) administers the program in accordance with rules and procedures adopted by the State Board of Education (SBE).²

The Bright Futures Scholarship Program consists of three types of awards:³

- Florida Academic Scholarship (FAS),
- Florida Medallion Scholarship (FMS), and
- Florida Gold Seal Vocational Scholarship (FGSVS).

Current law outlines general eligibility requirements for Bright Futures recipients⁴ and specific academic and community service requirements for each type of award.⁵ The community service work performed by the student must be approved by the district school board, administrators of a nonpublic school, or DOE for home education program students.⁶

During the 2010 Legislative Session, modifications to increase the academic eligibility requirements (grade point average and SAT or ACT scores) were adopted and phased in over several academic years. The last phase of the modifications went into effect beginning with high school students graduating in 2013-2014 and after. These modifications also included a differentiated set of academic requirements for students in home education programs whose parent could not document a college-preparatory curriculum.⁷

Beginning with the 2011-2012 academic year, students must perform community service work, identify a social problem of interest, develop a plan for personal involvement in addressing the problem, and reflect on their experiences through papers or presentations.

The community service work requirement is the same for all three types of awards; however, the required number of volunteer hours differs. To be eligible to receive the FAS award, a student must perform at least 100 hours of community service work.⁸ FMS students must perform a minimum of 75 hours of community service work⁹ and FGSV students must perform a minimum of 30 hours of community service work.¹⁰

¹ Sections 1009.53(1), F.S. and 1009.531(2)(a-c), F.S., specify that a student graduating from high school prior to the 2010-2011 academic year is eligible to accept an initial award for 3 years following high school graduation and accept a renewal award for 7 years following high school graduation. Students graduating in the 2010-2011 and 2011-2012 academic years are eligible to accept an initial award for 3 years following high school graduation and accept a renewal award for 5 years following high school graduation. Beginning with the 2012-2013 academic year, graduates may accept an initial award for 2 years following high school graduation and accept renewal awards for 5 years following high school graduation.

² Section 1009.53(3), F.S.

³ Section 1009.53(2), F.S.

⁴ Section 1009.531, F.S.

⁵ Section 1009.534(1), 1009.535(1), and 1009.536(1)(e), F.S.

⁶ *Id.*

⁷ Chapter 2010-155, L.O.F.

⁸ Section 1009.534(1), F.S.

⁹ Section 1009.535(1), F.S.

¹⁰ Section 1009.536(1)(e), F.S.

Effect of Proposed Changes

The bill modifies the initial eligibility period for the Florida Bright Futures Scholarship Program by extending the 2 year initial eligibility and the 5 year renewal period for students who are unable to accept an award due to full-time religious or service obligations for at least 18 months. Eligible students can defer the 2-year initial award period and the 5-year renewal period until the student completes the religious or service obligation. The organization sponsoring the full-time religious or service obligation must be a federal government service organization or satisfy the requirements for nonprofit status under section 501(c)(3) of the Internal Revenue Code. Qualifying organizations include the Peace Corps and AmeriCorps programs

The bill also modifies student community service work requirements for eligibility for the Florida Bright Futures Scholarship Program awards, including Florida Academic Scholars (FAS), Florida Medallion Scholars (FMS), and the Florida Gold Seal Vocational Scholars (FGSVS) awards.

The bill modifies community service work requirements by:

- Clarifying that community service work must be volunteer work and prohibits any student from receiving remuneration or academic credit for such work;
- Expanding volunteer service work areas to include a civic issue or a professional area of interest;
- Providing that volunteer work may include, but not be limited to, a business or government internship, employment with a nonprofit community service organization, or activity on behalf of a candidate for public office; and
- Establishing accountability requirements for student volunteer work that includes documentation in writing by the student, the student's parent, and a representative of the organization for which the student worked.

The number of community service hours required for each Bright Futures award remains unchanged, however the definition of what constitutes community service is expanded.

The bill also eliminates references to outdated academic eligibility requirements for the FAS and FMS awards and removes the higher test score requirement for home education students whose parents cannot document a college-preparatory curriculum. All students enrolled in a home education program will be required to meet the same test score requirements as other high school students who qualify for the Florida Medallion Scholars award. These students would be required to earn 1170, rather than 1220, on the Scholastic Assessment Test (SAT), or earn 26, rather than 27, on the concordant American College Test (ACT).

B. SECTION DIRECTORY:

Section 1. Amends s. 1009.531, F.S., revising student eligibility requirements for specified students, eliminating references to outdated eligibility requirements, and removing differentiated requirements for specified home educated students.

Section 2. Amends s. 1009.534, F.S., revising student community service requirements for eligibility for the Florida Academic Scholars award.

Section 3. Amends s. 1009.535, F.S., revising student community service requirements for eligibility for the Florida Medallion Scholars award.

Section 4. Amends s. 1009.536, F.S., revising student community service requirements for eligibility for the Florida Gold Seal Vocational Scholars award.

Section 5. Provides an effective date of July 1, 2016.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

The fiscal impact of this bill in Fiscal Year 2016-2017 is \$66,468, with future costs through Fiscal Year 2020-2021 totaling \$285,127.¹¹

	Florida Medallion Scholars Award - Home Education
2016-17	\$ 66,468
2017-18	\$ 129,497
2018-19	\$ 190,725
2019-20	\$ 284,909
2020-21	\$ 285,127

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

Students enrolled in home education programs whose parents cannot document a college-preparatory curriculum will be eligible for the Bright Futures Scholarship with a lower test score than they are currently required to meet. This aligns the test score requirements with those required of other high school students. These students will be required to earn 1170, rather than 1220, on the Scholastic Assessment Test score (SAT), or earn the 26, rather than 27, on the concordant American College Test (ACT).

D. FISCAL COMMENTS:

A Student Financial Aid Impact Conference (Conference) was held on February 2, 2016 to adopt estimated costs for CS/SB 520, which contains a provision that is also included in this bill. The provision removes the higher SAT/ACT test score requirements for students enrolled in a home education program whose parents cannot document a college preparatory curriculum. The consensus estimate adopted by the Conference for this provision is \$66,468 in Fiscal Year 2016-2017.¹²

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable.

¹¹ <http://edr.state.fl.us/Content/conferences/financialaidimpact/index.cfm>

¹² Id.

2. Other:

Not applicable.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

Not applicable.

1 A bill to be entitled
 2 An act relating to the Florida Bright Futures
 3 Scholarship Program; amending s. 1009.531, F.S.;
 4 providing that the initial award period and the
 5 renewal period for students who are unable to accept
 6 an initial award immediately after completion of high
 7 school due to a full-time religious or service
 8 obligation begin upon the completion of the religious
 9 or service obligation; specifying requirements for an
 10 entity that is sponsoring the obligation; requiring
 11 verification from the entity for which the student
 12 completed such obligation; revising eligibility
 13 requirements for the Florida Bright Futures
 14 Scholarship Program; deleting obsolete provisions;
 15 amending ss. 1009.534, 1009.535, and 1009.536, F.S.;
 16 requiring a student, as a prerequisite for the Florida
 17 Academic Scholars award, the Florida Medallion
 18 Scholars award, or the Florida Gold Seal Vocational
 19 Scholars award, to identify a social or civic issue or
 20 a professional area of interest and develop a plan for
 21 his or her personal involvement in addressing the
 22 issue or learning about the area; prohibiting the
 23 student from receiving remuneration or academic credit
 24 for the volunteer service work performed except in
 25 certain circumstances; requiring the hours of
 26 volunteer service work to be documented in writing and

27 signed by the student, the student's parent or
 28 guardian, and a representative of the organization for
 29 which the student performed the volunteer service
 30 work; providing an effective date.

31
 32 Be It Enacted by the Legislature of the State of Florida:

33
 34 Section 1. Paragraph (c) of subsection (2) and paragraphs
 35 (a) and (b) of subsection (6) of section 1009.531, Florida
 36 Statutes, are amended to read:

37 1009.531 Florida Bright Futures Scholarship Program;
 38 student eligibility requirements for initial awards.—

39 (2)

40 (c) A student graduating from high school in the 2012-2013
 41 academic year and thereafter is eligible to accept an initial
 42 award for 2 years following high school graduation and to accept
 43 a renewal award for 5 years following high school graduation. A
 44 student who applies for an award by high school graduation and
 45 who meets all other eligibility requirements, but who does not
 46 accept his or her award, may reapply during subsequent
 47 application periods up to 2 years after high school graduation.
 48 For a student who enlists in the United States Armed Forces
 49 immediately after completion of high school, the 2-year
 50 eligibility period for his or her initial award and the 5-year
 51 renewal period shall begin upon the date of separation from
 52 active duty. For a student who is receiving a Florida Bright

53 Futures Scholarship award and discontinues his or her education
 54 to enlist in the United States Armed Forces, the remainder of
 55 his or her 5-year renewal period shall commence upon the date of
 56 separation from active duty. For a student who is unable to
 57 accept an initial award immediately after completion of high
 58 school due to a full-time religious or service obligation
 59 lasting at least 18 months, the 2-year eligibility period for
 60 his or her initial award and the 5-year renewal period begin
 61 upon the completion of his or her religious or service
 62 obligation. The organization sponsoring the full-time religious
 63 or service obligation must meet the requirements for nonprofit
 64 status under s. 501(c)(3) of the Internal Revenue Code or be a
 65 federal government service organization, including, but not
 66 limited to, the Peace Corps and AmeriCorps programs. The
 67 obligation must be documented in writing and verified by the
 68 entity for which the student completed the obligation on a
 69 standardized form prescribed by the department. If a course of
 70 study is not completed after 5 academic years, an exception of 1
 71 year to the renewal timeframe may be granted due to a verifiable
 72 illness or other documented emergency pursuant to s.
 73 1009.40(1)(b)4.

74 (6) (a) The State Board of Education shall publicize the
 75 examination score required for a student to be eligible for a
 76 Florida Academic Scholars award, pursuant to s. 1009.534(1)(a)
 77 or (b), ~~as follows:~~

78 ~~1. For high school students graduating in the 2010-2011~~

79 ~~and 2011-2012 academic years, the student must earn an SAT score~~
 80 ~~of 1270 or a concordant ACT score of 28.~~

81 ~~2. For high school students graduating in the 2012-2013~~
 82 ~~academic year, the student must earn an SAT score of 1280 which~~
 83 ~~corresponds to the 88th SAT percentile rank or a concordant ACT~~
 84 ~~score of 28.~~

85 ~~3. For High school students graduating in the 2013-2014~~
 86 ~~academic year and thereafter, the student must earn an SAT score~~
 87 ~~of 1290 which corresponds to the 89th SAT percentile rank or a~~
 88 ~~concordant ACT score of 29.~~

89 (b) The State Board of Education shall publicize the
 90 examination score required for a student to be eligible for a
 91 Florida Medallion Scholars award, pursuant to s. 1009.535(1)(a)
 92 or (b), ~~as follows:~~

93 ~~1. For high school students graduating in the 2010-2011~~
 94 ~~academic year, the student must earn an SAT score of 970 or a~~
 95 ~~concordant ACT score of 20 or the student in a home education~~
 96 ~~program whose parent cannot document a college preparatory~~
 97 ~~curriculum must earn an SAT score of 1070 or a concordant ACT~~
 98 ~~score of 23.~~

99 ~~2. For high school students graduating in the 2011-2012~~
 100 ~~academic year, the student must earn an SAT score of 980 which~~
 101 ~~corresponds to the 44th SAT percentile rank or a concordant ACT~~
 102 ~~score of 21 or the student in a home education program whose~~
 103 ~~parent cannot document a college preparatory curriculum must~~
 104 ~~earn an SAT score of 1070 or a concordant ACT score of 23.~~

105 ~~3. For high school students graduating in the 2012-2013~~
 106 ~~academic year, the student must earn an SAT score of 1020 which~~
 107 ~~corresponds to the 51st SAT percentile rank or a concordant ACT~~
 108 ~~score of 22 or the student in a home education program whose~~
 109 ~~parent cannot document a college preparatory curriculum must~~
 110 ~~earn an SAT score of 1070 or a concordant ACT score of 23.~~

111 ~~4. For High school students graduating in the 2013-2014~~
 112 ~~academic year and thereafter, the student must earn an SAT score~~
 113 ~~of 1170 which corresponds to the 75th SAT percentile rank or a~~
 114 ~~concordant ACT score of 26 or the student in a home education~~
 115 ~~program whose parent cannot document a college preparatory~~
 116 ~~curriculum must earn an SAT score of 1220 or a concordant ACT~~
 117 ~~score of 27.~~

118 Section 2. Subsection (1) of section 1009.534, Florida
 119 Statutes, is amended to read:

120 1009.534 Florida Academic Scholars award.-

121 (1) A student is eligible for a Florida Academic Scholars
 122 award if he or she ~~the student~~ meets the general eligibility
 123 requirements for the Florida Bright Futures Scholarship Program
 124 and ~~the student~~:

125 (a) Has achieved a 3.5 weighted grade point average as
 126 calculated pursuant to s. 1009.531, or its equivalent, in high
 127 school courses that are designated by the State Board of
 128 Education as college-preparatory academic courses, and has
 129 attained at least the score required under ~~pursuant to~~ s.
 130 1009.531(6)(a) on the combined verbal and quantitative parts of

131 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
132 the recentered Scholastic Assessment Test of the College
133 Entrance Examination, or an equivalent score on the ACT
134 Assessment Program;

135 (b) Has attended a home education program according to s.
136 1002.41 during grades 11 and 12, ~~or~~ or has completed the
137 International Baccalaureate curriculum but failed to earn the
138 International Baccalaureate Diploma, or has completed the
139 Advanced International Certificate of Education curriculum but
140 failed to earn the Advanced International Certificate of
141 Education Diploma, and has attained at least the score required
142 under ~~pursuant to~~ s. 1009.531(6)(a) on the combined verbal and
143 quantitative parts of the Scholastic Aptitude Test, the
144 Scholastic Assessment Test, or the recentered Scholastic
145 Assessment Test of the College Entrance Examination, or an
146 equivalent score on the ACT Assessment Program;

147 (c) Has been awarded an International Baccalaureate
148 Diploma from the International Baccalaureate Office or an
149 Advanced International Certificate of Education Diploma from the
150 University of Cambridge International Examinations Office;

151 (d) Has been recognized by the merit or achievement
152 programs of the National Merit Scholarship Corporation as a
153 scholar or finalist; or

154 (e) Has been recognized by the National Hispanic
155 Recognition Program as a scholar recipient.

156

157 | The ~~A~~ student must complete a program of volunteer ~~community~~
158 | service work, as approved by the district school board, the
159 | administrators of a nonpublic school, or the Department of
160 | Education for home education program students, which must ~~shall~~
161 | include a minimum of 75 hours of service work for high school
162 | students graduating in the 2010-2011 academic year and 100 hours
163 | of service work for high school students graduating in the 2011-
164 | 2012 academic year and thereafter. The student, ~~and~~ must
165 | identify a social or civic issue or a professional area ~~problem~~
166 | that interests him or her, develop a plan for his or her
167 | personal involvement in addressing the issue or learning about
168 | the area ~~problem~~, and, through papers or other presentations,
169 | evaluate and reflect upon his or her experience. Except for
170 | credit earned through service-learning courses adopted pursuant
171 | to s. 1003.497, the student may not receive remuneration or
172 | academic credit for the volunteer service work performed. Such
173 | work may include, but is not limited to, a business or
174 | government internship, work for a nonprofit community service
175 | organization, or activity on behalf of a candidate for public
176 | office. The hours of volunteer service must be documented in
177 | writing, and the document must be signed by the student, the
178 | student's parent or guardian, and a representative of the
179 | organization for which the student performed the volunteer
180 | service work.

181 | Section 3. Subsection (1) of section 1009.535, Florida
182 | Statutes, is amended to read:

183 1009.535 Florida Medallion Scholars award.—

184 (1) A student is eligible for a Florida Medallion Scholars
 185 award if he or she ~~the student~~ meets the general eligibility
 186 requirements for the Florida Bright Futures Scholarship Program
 187 and ~~the student~~:

188 (a) Has achieved a weighted grade point average of 3.0 as
 189 calculated pursuant to s. 1009.531, or the equivalent, in high
 190 school courses that are designated by the State Board of
 191 Education as college-preparatory academic courses~~r~~ and has
 192 attained at least the score required under ~~pursuant to~~ s.
 193 1009.531(6)(b) on the combined verbal and quantitative parts of
 194 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
 195 the recentered Scholastic Assessment Test of the College
 196 Entrance Examination, or an equivalent score on the ACT
 197 Assessment Program;

198 (b) Has completed the International Baccalaureate
 199 curriculum but failed to earn the International Baccalaureate
 200 Diploma or has completed the Advanced International Certificate
 201 of Education curriculum but failed to earn the Advanced
 202 International Certificate of Education Diploma, and has attained
 203 at least the score required under ~~pursuant to~~ s. 1009.531(6)(b)
 204 on the combined verbal and quantitative parts of the Scholastic
 205 Aptitude Test, the Scholastic Assessment Test, or the recentered
 206 Scholastic Assessment Test of the College Entrance Examination,
 207 or an equivalent score on the ACT Assessment Program;

208 (c) Has attended a home education program according to s.

209 1002.41 during grades 11 and 12 and has attained at least the
 210 score required under ~~pursuant to~~ s. 1009.531(6)(b) on the
 211 combined verbal and quantitative parts of the Scholastic
 212 Aptitude Test, the Scholastic Assessment Test, or the recentered
 213 Scholastic Assessment Test of the College Entrance Examination,
 214 or an equivalent score on the ACT Assessment Program, if the
 215 student's parent cannot document a college-preparatory
 216 curriculum as described in paragraph (a);

217 (d) Has been recognized by the merit or achievement
 218 program of the National Merit Scholarship Corporation as a
 219 scholar or finalist but has not completed the a program of
 220 volunteer community service work required under ~~as provided in~~
 221 s. 1009.534; or

222 (e) Has been recognized by the National Hispanic
 223 Recognition Program as a scholar, but has not completed the a
 224 program of volunteer community service work required under ~~as~~
 225 ~~provided in~~ s. 1009.534.

226
 227 A high school student graduating in the 2011-2012 academic year
 228 and thereafter must complete at least 75 hours a ~~program~~ of
 229 volunteer community service work approved by the district school
 230 board, the administrators of a nonpublic school, or the
 231 Department of Education for home education program students. The
 232 student, ~~which shall include a minimum of 75 hours of service~~
 233 ~~work,~~ and must identify a social or civic issue or a
 234 professional area ~~problem~~ that interests him or her, develop a

235 plan for his or her personal involvement in addressing the issue
236 or learning about the area ~~problem~~, and, through papers or other
237 presentations, evaluate and reflect upon his or her experience.
238 Except for credit earned through service-learning courses
239 adopted pursuant to s. 1003.497, the student may not receive
240 remuneration or academic credit for volunteer service work
241 performed. Such work may include, but is not limited to, a
242 business or government internship, work for a nonprofit
243 community service organization, or activity on behalf of a
244 candidate for public office. The hours of volunteer service must
245 be documented in writing, and the document must be signed by the
246 student, the student's parent or guardian, and a representative
247 of the organization for which the student performed the
248 volunteer service work.

249 Section 4. Subsection (1) of section 1009.536, Florida
250 Statutes, is amended to read:

251 1009.536 Florida Gold Seal Vocational Scholars award.—The
252 Florida Gold Seal Vocational Scholars award is created within
253 the Florida Bright Futures Scholarship Program to recognize and
254 reward academic achievement and career preparation by high
255 school students who wish to continue their education.

256 (1) A student is eligible for a Florida Gold Seal
257 Vocational Scholars award if he or she ~~the student~~ meets the
258 general eligibility requirements for the Florida Bright Futures
259 Scholarship Program and ~~the student~~:

260 (a) Completes the secondary school portion of a sequential

261 program of studies that requires at least three secondary school
 262 career credits. On-the-job training may not be substituted for
 263 any of the three required career credits.

264 (b) Demonstrates readiness for postsecondary education by
 265 earning a passing score on the Florida College Entry Level
 266 Placement Test or its equivalent as identified by the Department
 267 of Education.

268 (c) Earns a minimum cumulative weighted grade point
 269 average of 3.0, as calculated pursuant to s. 1009.531, on all
 270 subjects required for a standard high school diploma, excluding
 271 elective courses.

272 (d) Earns a minimum unweighted grade point average of 3.5
 273 on a 4.0 scale for secondary career courses that comprise
 274 ~~comprising~~ the career program.

275 (e) Beginning with high school students graduating in the
 276 2011-2012 academic year and thereafter, completes at least 30
 277 hours a program of volunteer community service work approved by
 278 the district school board, the administrators of a nonpublic
 279 school, or the Department of Education for home education
 280 program students. The student must identify, which shall include
 281 ~~a minimum of 30 hours of service work, and identifies~~ a social
 282 or civic issue or a professional area problem that interests him
 283 or her, develop ~~develops~~ a plan for his or her personal
 284 involvement in addressing the issue or learning about the area
 285 ~~problem~~, and, through papers or other presentations, evaluate
 286 ~~evaluates~~ and reflect ~~reflects~~ upon his or her experience.

287 Except for credit earned through service-learning courses
288 adopted pursuant to s. 1003.497, the student may not receive
289 remuneration or academic credit for the volunteer service work
290 performed. Such work may include, but is not limited to, a
291 business or government internship, work for a nonprofit
292 community service organization, or activity on behalf of a
293 candidate for public office. The hours of volunteer service must
294 be documented in writing, and the document must be signed by the
295 student, the student's parent or guardian, and a representative
296 of the organization for which the student performed the
297 volunteer service work.

298 Section 5. This act shall take effect July 1, 2016.

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

1 Committee/Subcommittee hearing bill: Education Appropriations
 2 Subcommittee

3 Representative O'Toole offered the following:

4
 5 **Amendment (with title amendment)**

6 Remove everything after the enacting clause and insert:

7 Section 1. Paragraph (c) of subsection (2) and paragraphs
 8 (a) and (b) of subsection (6) of section 1009.531, Florida
 9 Statutes, are amended to read:

10 1009.531 Florida Bright Futures Scholarship Program;
 11 student eligibility requirements for initial awards.—

12 (2)

13 (c) A student graduating from high school in the 2012-2013
 14 academic year and thereafter is eligible to accept an initial
 15 award for 2 years following high school graduation and to accept
 16 a renewal award for 5 years following high school graduation. A
 17 student who applies for an award by high school graduation and

Amendment No. 1

18 who meets all other eligibility requirements, but who does not
19 accept his or her award, may reapply during subsequent
20 application periods up to 2 years after high school graduation.
21 For a student who enlists in the United States Armed Forces
22 immediately after completion of high school, the 2-year
23 eligibility period for his or her initial award and the 5-year
24 renewal period shall begin upon the date of separation from
25 active duty. For a student who is receiving a Florida Bright
26 Futures Scholarship award and discontinues his or her education
27 to enlist in the United States Armed Forces, the remainder of
28 his or her 5-year renewal period shall commence upon the date of
29 separation from active duty. For a student who is unable to
30 accept an initial award immediately after completion of high
31 school due to a full-time religious or service obligation
32 lasting at least 18 months, the 2-year eligibility period for
33 his or her initial award and the 5-year renewal period begin
34 upon the completion of his or her religious or service
35 obligation. The organization sponsoring the full-time religious
36 or service obligation must meet the requirements for nonprofit
37 status under s. 501(c)(3) of the Internal Revenue Code or be a
38 federal government service organization, including, but not
39 limited to, the Peace Corps and AmeriCorps programs. The
40 obligation must be documented in writing and verified by the
41 entity for which the student completed the obligation on a
42 standardized form prescribed by the department. If a course of
43 study is not completed after 5 academic years, an exception of 1

Amendment No. 1

44 year to the renewal timeframe may be granted due to a verifiable
45 illness or other documented emergency pursuant to s.
46 1009.40(1)(b)4.

47 (6)(a) The State Board of Education shall publicize the
48 examination score required for a student to be eligible for a
49 Florida Academic Scholars award, pursuant to s. 1009.534(1)(a)
50 or (b), ~~as follows:~~

51 ~~1. For high school students graduating in the 2010-2011~~
52 ~~and 2011-2012 academic years, the student must earn an SAT score~~
53 ~~of 1270 or a concordant ACT score of 28.~~

54 ~~2. For high school students graduating in the 2012-2013~~
55 ~~academic year, the student must earn an SAT score of 1280 which~~
56 ~~corresponds to the 88th SAT percentile rank or a concordant ACT~~
57 ~~score of 28.~~

58 ~~3. For High school students graduating in the 2013-2014~~
59 ~~academic year and thereafter, the student must earn an SAT score~~
60 ~~of 1290 which corresponds to the 89th SAT percentile rank or a~~
61 ~~concordant ACT score of 29.~~

62 (b) The State Board of Education shall publicize the
63 examination score required for a student to be eligible for a
64 Florida Medallion Scholars award, pursuant to s. 1009.535(1)(a)
65 or (b), ~~as follows:~~

66 ~~1. For high school students graduating in the 2010-2011~~
67 ~~academic year, the student must earn an SAT score of 970 or a~~
68 ~~concordant ACT score of 20 or the student in a home education~~
69 ~~program whose parent cannot document a college preparatory~~

Amendment No. 1

70 ~~curriculum must earn an SAT score of 1070 or a concordant ACT~~
71 ~~score of 23.~~

72 ~~2. For high school students graduating in the 2011-2012~~
73 ~~academic year, the student must earn an SAT score of 980 which~~
74 ~~corresponds to the 44th SAT percentile rank or a concordant ACT~~
75 ~~score of 21 or the student in a home education program whose~~
76 ~~parent cannot document a college preparatory curriculum must~~
77 ~~earn an SAT score of 1070 or a concordant ACT score of 23.~~

78 ~~3. For high school students graduating in the 2012-2013~~
79 ~~academic year, the student must earn an SAT score of 1020 which~~
80 ~~corresponds to the 51st SAT percentile rank or a concordant ACT~~
81 ~~score of 22 or the student in a home education program whose~~
82 ~~parent cannot document a college preparatory curriculum must~~
83 ~~earn an SAT score of 1070 or a concordant ACT score of 23.~~

84 ~~4. For High school students graduating in the 2013-2014~~
85 ~~academic year and thereafter, the student must earn an SAT score~~
86 ~~of 1170 which corresponds to the 75th SAT percentile rank or a~~
87 ~~concordant ACT score of 26 or the student in a home education~~
88 ~~program whose parent cannot document a college preparatory~~
89 ~~curriculum must earn an SAT score of 1220 or a concordant ACT~~
90 ~~score of 27.~~

91 Section 2. Paragraph (d) is added to subsection (3) of
92 section 1009.532, Florida Statutes, to read:

93 1009.532 Florida Bright Futures Scholarship Program;
94 student eligibility requirements for renewal awards.-

95 (3)

Amendment No. 1

96 (d)1. A student who is initially eligible in the 2017-2018
97 academic year and thereafter for a Florida Gold Seal CAPE
98 Scholars award under s. 1009.536(2) may receive an award for a
99 maximum of 100 percent of the number of credit hours or
100 equivalent clock hours required to complete one of the following
101 at a Florida public or nonpublic education institution that
102 offers these specific programs: for an applied technology
103 diploma program as defined in s. 1004.02(7), up to 60 credit
104 hours or equivalent clock hours; for a technical degree
105 education program as defined in s. 1004.02(13), up to the number
106 of hours required for a specific degree, not to exceed 72 credit
107 hours or equivalent clock hours; or for a career certificate
108 program as defined in s. 1004.02(20), up to the number of hours
109 required for a specific certificate, not to exceed 72 credit
110 hours or equivalent clock hours. A student who transfers from
111 one of these program levels to another program level is eligible
112 for the higher of the two credit hour limits.

113 2. A Florida Gold Seal CAPE Scholar who completes a
114 technical degree education program as defined in s. 1004.02(13)
115 may also receive an award for:

116 a. A maximum of 60 credit hours for a bachelor of science
117 degree program for which there is a statewide associate in
118 science degree program to bachelor of science degree program
119 articulation agreement; or

120 b. A maximum of 60 credit hours for a bachelor of applied
121 science degree program at a Florida College System institution.

Amendment No. 1

122 Section 3. Subsection (1) of section 1009.534, Florida
123 Statutes, is amended to read:

124 1009.534 Florida Academic Scholars award.—

125 (1) A student is eligible for a Florida Academic Scholars
126 award if he or she ~~the student~~ meets the general eligibility
127 requirements for the Florida Bright Futures Scholarship Program
128 and ~~the student~~:

129 (a) Has achieved a 3.5 weighted grade point average as
130 calculated pursuant to s. 1009.531, or its equivalent, in high
131 school courses that are designated by the State Board of
132 Education as college-preparatory academic courses, and has
133 attained at least the score required under ~~pursuant to~~ s.
134 1009.531(6) (a) on the combined verbal and quantitative parts of
135 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
136 the recentered Scholastic Assessment Test of the College
137 Entrance Examination, or an equivalent score on the ACT
138 Assessment Program;

139 (b) Has attended a home education program according to s.
140 1002.41 during grades 11 and 12, ~~or~~ has completed the
141 International Baccalaureate curriculum but failed to earn the
142 International Baccalaureate Diploma, or has completed the
143 Advanced International Certificate of Education curriculum but
144 failed to earn the Advanced International Certificate of
145 Education Diploma, and has attained at least the score required
146 under ~~pursuant to~~ s. 1009.531(6) (a) on the combined verbal and
147 quantitative parts of the Scholastic Aptitude Test, the

Amendment No. 1

148 Scholastic Assessment Test, or the recentered Scholastic
149 Assessment Test of the College Entrance Examination, or an
150 equivalent score on the ACT Assessment Program;

151 (c) Has been awarded an International Baccalaureate
152 Diploma from the International Baccalaureate Office or an
153 Advanced International Certificate of Education Diploma from the
154 University of Cambridge International Examinations Office;

155 (d) Has been recognized by the merit or achievement
156 programs of the National Merit Scholarship Corporation as a
157 scholar or finalist; or

158 (e) Has been recognized by the National Hispanic
159 Recognition Program as a scholar recipient.

160

161 The A student must complete a program of volunteer community
162 service work, as approved by the district school board, the
163 administrators of a nonpublic school, or the Department of
164 Education for home education program students, which must shall
165 include a minimum of 75 hours of service work for high school
166 students graduating in the 2010-2011 academic year and 100 hours
167 of service work for high school students graduating in the 2011-
168 2012 academic year and thereafter. The student, and must
169 identify a social or civic issue or a professional area problem
170 that interests him or her, develop a plan for his or her
171 personal involvement in addressing the issue or learning about
172 the area problem, and, through papers or other presentations,
173 evaluate and reflect upon his or her experience. Except for

Amendment No. 1

174 credit earned through service-learning courses adopted pursuant
175 to s. 1003.497, the student may not receive remuneration or
176 academic credit for the volunteer service work performed. Such
177 work may include, but is not limited to, a business or
178 governmental internship, work for a nonprofit community service
179 organization, or activities on behalf of a candidate for public
180 office. The hours of volunteer service must be documented in
181 writing, and the document must be signed by the student, the
182 student's parent or guardian, and a representative of the
183 organization for which the student performed the volunteer
184 service work.

185 Section 4. Subsection (1) of section 1009.535, Florida
186 Statutes, is amended to read:

187 1009.535 Florida Medallion Scholars award.--

188 (1) A student is eligible for a Florida Medallion Scholars
189 award if he or she ~~the student~~ meets the general eligibility
190 requirements for the Florida Bright Futures Scholarship Program
191 and ~~the student~~:

192 (a) Has achieved a weighted grade point average of 3.0 as
193 calculated pursuant to s. 1009.531, or the equivalent, in high
194 school courses that are designated by the State Board of
195 Education as college-preparatory academic courses~~r~~ and has
196 attained at least the score required under ~~pursuant to~~ s.
197 1009.531(6) (b) on the combined verbal and quantitative parts of
198 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
199 the recentered Scholastic Assessment Test of the College

Amendment No. 1

200 Entrance Examination, or an equivalent score on the ACT
201 Assessment Program;

202 (b) Has completed the International Baccalaureate
203 curriculum but failed to earn the International Baccalaureate
204 Diploma or has completed the Advanced International Certificate
205 of Education curriculum but failed to earn the Advanced
206 International Certificate of Education Diploma, and has attained
207 at least the score required under ~~pursuant to~~ s. 1009.531(6) (b)
208 on the combined verbal and quantitative parts of the Scholastic
209 Aptitude Test, the Scholastic Assessment Test, or the recentered
210 Scholastic Assessment Test of the College Entrance Examination,
211 or an equivalent score on the ACT Assessment Program;

212 (c) Has attended a home education program according to s.
213 1002.41 during grades 11 and 12 and has attained at least the
214 score required under ~~pursuant to~~ s. 1009.531(6) (b) on the
215 combined verbal and quantitative parts of the Scholastic
216 Aptitude Test, the Scholastic Assessment Test, or the recentered
217 Scholastic Assessment Test of the College Entrance Examination,
218 or an equivalent score on the ACT Assessment Program, if the
219 student's parent cannot document a college-preparatory
220 curriculum as described in paragraph (a);

221 (d) Has been recognized by the merit or achievement
222 program of the National Merit Scholarship Corporation as a
223 scholar or finalist but has not completed the a program of
224 volunteer community service work required under ~~as provided in~~
225 s. 1009.534; or

Amendment No. 1

226 (e) Has been recognized by the National Hispanic
227 Recognition Program as a scholar, but has not completed the a
228 program of volunteer ~~community~~ service work required under as
229 provided in s. 1009.534.

230

231 A high school student graduating in the 2011-2012 academic year
232 and thereafter must complete at least 75 hours a ~~program~~ of
233 volunteer ~~community~~ service work approved by the district school
234 board, the administrators of a nonpublic school, or the
235 Department of Education for home education program students. The
236 student, which shall include a minimum of 75 hours of service
237 work, and must identify a social or civic issue or a
238 professional area ~~problem~~ that interests him or her, develop a
239 plan for his or her personal involvement in addressing the issue
240 or learning about the area ~~problem~~, and, through papers or other
241 presentations, evaluate and reflect upon his or her experience.
242 Except for credit earned through service-learning courses
243 adopted pursuant to s. 1003.497, the student may not receive
244 remuneration or academic credit for volunteer service work
245 performed. Such work may include, but is not limited to, a
246 business or governmental internship, work for a nonprofit
247 community service organization, or activities on behalf of a
248 candidate for public office. The hours of volunteer service must
249 be documented in writing, and the document must be signed by the
250 student, the student's parent or guardian, and a representative

Amendment No. 1

251 of the organization for which the student performed the
252 volunteer service work.

253 Section 5. Section 1009.536, Florida Statutes, is amended
254 to read:

255 1009.536 Florida Gold Seal Vocational Scholars and Florida
256 Gold Seal CAPE Scholars awards ~~award~~.—The Florida Gold Seal
257 Vocational Scholars award and the Florida Gold Seal CAPE
258 Scholars award ~~are~~ ~~is~~ created within the Florida Bright Futures
259 Scholarship Program to recognize and reward academic achievement
260 and career preparation by high school students who wish to
261 continue their education.

262 (1) A student is eligible for a Florida Gold Seal
263 Vocational Scholars award if he or she ~~the student~~ meets the
264 general eligibility requirements for the Florida Bright Futures
265 Scholarship Program and ~~the student~~:

266 (a) Completes the secondary school portion of a sequential
267 program of studies that requires at least three secondary school
268 career credits. On-the-job training may not be substituted for
269 any of the three required career credits.

270 (b) Demonstrates readiness for postsecondary education by
271 earning a passing score on the Florida College Entry Level
272 Placement Test or its equivalent as identified by the Department
273 of Education.

274 (c) Earns a minimum cumulative weighted grade point
275 average of 3.0, as calculated pursuant to s. 1009.531, on all

Amendment No. 1

276 subjects required for a standard high school diploma, excluding
277 elective courses.

278 (d) Earns a minimum unweighted grade point average of 3.5
279 on a 4.0 scale for secondary career courses that comprise
280 ~~comprising~~ the career program.

281 (e) Beginning with high school students graduating in the
282 2011-2012 academic year and thereafter, completes at least 30
283 hours a program of volunteer community service work approved by
284 the district school board, the administrators of a nonpublic
285 school, or the Department of Education for home education
286 program students. The student must identify, which shall include
287 a minimum of 30 hours of service work, and identifies a social
288 or civic issue or a professional area problem that interests him
289 or her, develop ~~develops~~ a plan for his or her personal
290 involvement in addressing the issue or learning about the area
291 problem, and, through papers or other presentations, evaluate
292 ~~evaluates~~ and reflect ~~reflects~~ upon his or her experience.
293 Except for credit earned through service-learning courses
294 adopted pursuant to s. 1003.497, the student may not receive
295 remuneration or academic credit for the volunteer service work
296 performed. Such work may include, but is not limited to, a
297 business or governmental internship, work for a nonprofit
298 community service organization, or activities on behalf of a
299 candidate for public office. The hours of volunteer service must
300 be documented in writing, and the document must be signed by the
301 student, the student's parent or guardian, and a representative

Amendment No. 1

302 of the organization for which the student performed the
303 volunteer service work.

304 (2) A high school student graduating in the 2016-2017
305 academic year and thereafter is eligible for a Florida Gold Seal
306 CAPE Scholars award if he or she meets the general eligibility
307 requirements for the Florida Bright Futures Scholarship Program,
308 and the student:

309 (a) Earns a minimum of 5 postsecondary credit hours
310 through CAPE industry certifications approved pursuant to s.
311 1008.44 which articulate for college credit; and

312 (b) Completes at least 30 hours of volunteer service work
313 approved by the district school board, the administrators of a
314 nonpublic school, or the Department of Education for home
315 education program students. The student must identify a social
316 or civic issue or a professional area that interests him or her,
317 develop a plan for his or her personal involvement in addressing
318 the issue or learning about the area, and, through papers or
319 other presentations, evaluate and reflect upon his or her
320 experience. Except for credit earned through service-learning
321 courses adopted pursuant to s. 1003.497, the student may not
322 receive remuneration or academic credit for the volunteer
323 service work performed. Such work may include, but is not
324 limited to, a business or governmental internship, work for a
325 nonprofit community service organization, or activities on
326 behalf of a candidate for public office. The hours of volunteer
327 service work must be documented in writing, and the document

Amendment No. 1

328 must be signed by the student, the student's parent or guardian,
329 and a representative of the organization for which the student
330 performed the volunteer service work.

331 (3)~~(2)~~ A Florida Gold Seal Vocational Scholar who is
332 enrolled in a public or nonpublic postsecondary education
333 institution is eligible for an award equal to the amount
334 specified in the General Appropriations Act to assist with the
335 payment of educational expenses.

336 (4)~~(3)~~ To be eligible for a renewal award as a Florida
337 Gold Seal Vocational Scholar, a student must maintain the
338 equivalent of a cumulative grade point average of 2.75 on a 4.0
339 scale with an opportunity for restoration one time as provided
340 in this chapter.

341 (5) (a)~~(4) (a)~~ A student who is initially eligible prior to
342 the 2010-2011 academic year may earn a Florida Gold Seal
343 Vocational Scholarship for 110 percent of the number of credit
344 hours required to complete the program, up to 90 credit hours or
345 the equivalent.

346 (b) Students who are initially eligible in the 2010-2011
347 and 2011-2012 academic years may earn a Florida Gold Seal
348 Vocational Scholarship for 100 percent of the number of credit
349 hours required to complete the program, up to 90 credit hours or
350 the equivalent.

351 (c) A student who is initially eligible in the 2012-2013
352 academic year and thereafter may earn a Florida Gold Seal
353 Vocational Scholarship for a maximum of 100 percent of the

Amendment No. 1

354 number of credit hours or equivalent clock hours required to
355 complete one of the following at a Florida public or nonpublic
356 education institution that offers these specific programs: for
357 an applied technology diploma program as defined in s.
358 1004.02(7), up to 60 credit hours or equivalent clock hours; for
359 a technical degree education program as defined in s.
360 1004.02(13), up to the number of hours required for a specific
361 degree not to exceed 72 credit hours or equivalent clock hours;
362 or for a career certificate program as defined in s.
363 1004.02(20), up to the number of hours required for a specific
364 certificate not to exceed 72 credit hours or equivalent clock
365 hours.

366 (d)1. A student who is initially eligible in the 2017-2018
367 academic year and thereafter for a Florida Gold Seal CAPE
368 Scholars award under subsection (2) may receive an award for a
369 maximum of 100 percent of the number of credit hours or
370 equivalent clock hours required to complete one of the following
371 at a Florida public or nonpublic education institution that
372 offers these specific programs: for an applied technology
373 diploma program as defined in s. 1004.02(7), up to 60 credit
374 hours or equivalent clock hours; for a technical degree
375 education program as defined in s. 1004.02(13), up to the number
376 of hours required for a specific degree, not to exceed 72 credit
377 hours or equivalent clock hours; or for a career certificate
378 program as defined in s. 1004.02(20), up to the number of hours
379 required for a specific certificate, not to exceed 72 credit

Amendment No. 1

380 hours or equivalent clock hours. A student who transfers from
381 one of these program levels to another program level is eligible
382 for the higher of the two credit hour limits.

383 2. A Florida Gold Seal CAPE Scholar who completes a
384 technical degree education program as defined in s. 1004.02(13)
385 may also receive an award for:

386 a. A maximum of 60 credit hours for a bachelor of science
387 degree program for which there is a statewide associate in
388 science degree program to bachelor of science degree program
389 articulation agreement; or

390 b. A maximum of 60 credit hours for a bachelor of applied
391 science degree program at a Florida College System institution.

392 Section 6. For the 2016-2017 fiscal year, the sum of
393 \$66,468 in recurring funds from the Educational Enhancement
394 Trust Fund is appropriated to the Department of Education for
395 the purpose of implementing Section 1 of this act.

396 Section 6. This act shall take effect upon becoming law.

397

398

399 **T I T L E A M E N D M E N T**

400 Remove everything before the enacting clause and insert:
401 An act relating to the Florida Bright Futures Scholarship
402 Program; amending s. 1009.531, F.S.; providing that the initial
403 award period and the renewal period for students who are unable
404 to accept an initial award immediately after completion of high
405 school due to a full-time religious or service obligation begin

Amendment No. 1

406 upon the completion of the religious or service obligation;
407 specifying requirements for an entity that is sponsoring the
408 obligation; requiring verification from the entity for which the
409 student completed such obligation; revising eligibility
410 requirements for the Florida Bright Futures Scholarship Program;
411 deleting obsolete provisions; amending s. 1009.532, F.S.;
412 providing that certain students may receive an award for a
413 specified number of credits towards specified programs and
414 degree programs; amending ss. 1009.534 and 1009.535, F.S.;
415 requiring a student, as a prerequisite for the Florida Academic
416 Scholars award or the Florida Medallion Scholars award, to
417 identify a civic issue or a professional area of interest and
418 develop a plan for his or her personal involvement in addressing
419 the issue or learning about the area; prohibiting the student
420 from receiving remuneration or academic credit for the volunteer
421 service work performed except in certain circumstances;
422 requiring the hours of volunteer service work to be documented
423 in writing and signed by the student, the student's parent or
424 guardian, and a representative of the organization for which the
425 student performed the volunteer service work; amending s.
426 1009.536, F.S.; creating the Florida Gold Seal CAPE Scholars
427 award within the Florida Bright Futures Scholarship Program;
428 requiring a student, as a prerequisite for the Florida Gold Seal
429 Vocational Scholars award, to identify a civic issue or a
430 professional area of interest and develop a plan for his or her
431 personal involvement in addressing the issue or learning about

Amendment No. 1

432 the area; prohibiting the student from receiving remuneration or
433 academic credit for the volunteer service work performed except
434 in certain circumstances; requiring the hours of volunteer
435 service work to be documented in writing and signed by the
436 student, the student's parent or guardian, and a representative
437 of the organization for which the student performed the
438 volunteer service work; requiring a high school student
439 graduating in the 2016-2017 academic year to meet certain
440 requirements to be eligible for a Florida Gold Seal CAPE
441 Scholars award; providing that certain students may receive an
442 award for a specified number of credits toward specified
443 programs and degree programs; providing an appropriation;
444 providing an effective date.

445

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 887 Computer Coding Instruction
SPONSOR(S): K-12 Subcommittee, Adkins
TIED BILLS: IDEN./SIM. BILLS: CS/SB 468

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee	12 Y, 0 N, As CS	Brink	Fudge
2) Education Appropriations Subcommittee		deNagy <i>deNagy</i>	Heflin <i>AH</i>
3) Education Committee			

SUMMARY ANALYSIS

The bill promotes student access to education in computer science and related fields by requiring the Higher Education Coordinating Council to develop recommendations that identify, among other things:

- High school courses in computer science, including computer coding and computer programming, which may be used to satisfy state university admissions requirements for foreign language, math, and science.
- Gaps in current policy, curricula, programs, and practices that inhibit students from pursuing postsecondary education and careers in computer science and related fields.
- Common definitions for terms such as computer coding and computer programming so that stakeholders at all educational levels can use the terms clearly.

In addition, the bill requires the Commissioner of Education to establish academic standards for computer science, coding, and programming and identify high school-level courses that incorporate the standards in the Course Code Directory. The Florida Virtual School must offer the identified courses; school districts that do not offer an identified course must provide access to the course through the Florida Virtual School or through other means.

The bill requires the Department of Education to annually report to the Board of Governors and the Legislature:

- The courses identified in the Course Code Directory by the commissioner in accordance with the bill.
- The number of students, by district, including the Florida Virtual School, who are enrolled in a course identified in the Course Code Directory by the commissioner in accordance with the bill.
- The number of individuals who hold a valid educator certificate in computer science or a related field.

The bill requires the State Board of Education to work with the Board of Governors and school districts to develop strategies for recruiting and supporting computer science teachers.

Providing the required administrative support and coordination necessary for the council to perform these additional responsibilities significantly increases the workload of the Office of Articulation. The office will require one additional full-time equivalent position at the Program Specialist IV level, for a total cost of \$79,326. See fiscal comments.

The bill takes effect July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Computer Science and Technology Instruction

Public schools are required to provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming.¹ Such opportunities may include:²

- Instruction regarding computer coding in elementary and middle school;
- Instruction to develop computer usage and digital literacy skills in middle school; and
- Courses in computer science, computer coding, and computer programming in high school, including opportunities to earn industry certifications related to the courses.

The law allows high schools to provide students opportunities to satisfy certain math and science graduation requirements by taking computer science courses of sufficient rigor and earning a related industry certification.³ To qualify, the course must be in the area of computer science or 3D rapid prototype printing and the Commissioner of Education must identify the course and the related industry certification in the Course Code Directory.⁴

A qualifying computer science course may satisfy up to one mathematics or science course credit, so long as the course is not Algebra I or higher-level mathematics or Biology I or higher-level science. A qualifying 3D rapid prototype printing course may satisfy up to two mathematics course credits, except for Algebra I.⁵

Currently, courses in computer coding are not approved by the State Board of Education as foreign language courses in the Course Code Directory. Rather, the courses are listed in the Career Technical Education Program and Course Listing section in the Course Code Directory.⁶

Foreign Language Instruction

Each district school board must "provide all courses required for middle grades promotion, high school graduation, and appropriate instruction to ensure that students meet the State Board of Education adopted standards" in reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.⁷

Students are not required to earn credits in foreign language to graduate from high school with a standard high school diploma.⁸ However, to earn the Scholar designation on the standard high school diploma, a student must earn two credits in the same foreign language.⁹

¹ Section 1007.2616(1), F.S.

² Section 1007.2616(1), F.S.

³ Section 1007.2616(3), F.S.

⁴ *Id.*

⁵ *Id.*

⁶ Staff of the Florida Department of Education, *Staff Analysis of Senate Bill 468 (2016)*.

⁷ Section 1003.42(1), F.S.

⁸ Section 1003.4282(3), F.S.

⁹ Section 1003.4285(1)(a)4., F.S.

The Florida Department of Education is required to identify the competencies that students must demonstrate upon completing two credits of sequential high school foreign language instruction.¹⁰ Additionally, the law directs the department to identify in rule¹¹ the correlation between high school foreign language competencies and the competencies required of students in the FCS institutions' courses.¹² Based on this correlation, each FCS institution must identify the minimum number of postsecondary credits that students must earn to demonstrate a level of competence in foreign language equivalent to the competence of students who completed two credits of foreign language instruction in high school.¹³

The law authorizes alternative means of demonstrating foreign language competence. The department may specify means by which a student whose native language is not English may demonstrate proficiency in the native language.¹⁴ A student who demonstrates proficiency in a native language other than English is exempt from the requirement to complete foreign language courses at the secondary level or FCS level.¹⁵ The completion of a postsecondary course at the elementary level 2 in one foreign language or American Sign Language (ASL) is also considered to demonstrate the required foreign language competency.¹⁶ Additionally, FCS institutions may determine other means by which students may demonstrate completion of foreign language competencies.¹⁷

A first-time-in-college student who is admitted to a state university is expected to demonstrate competency in a foreign language or ASL equivalent to the second high school level or higher (Spanish 2, French 2, etc.).¹⁸ Students may also meet the foreign language admission requirement by demonstrating.¹⁹

- Competency at the elementary 2 level in one foreign language or ASL at an undergraduate institution;
- Equivalent foreign language based on Credit-by-Exam Equivalencies²⁰ adopted by the State University System (SUS) Board of Governors (BOG); or
- Equivalent foreign language or ASL competence through other means approved by the university.

Pursuant to its constitutional authority outlined under s. 1001.705, F.S., the Board of Governors has adopted regulations establishing baseline admissions requirements for the SUS. In addition, the Articulation Coordinating Committee (ACC) serves as an advisory board to the State Board of Education and the BOG on postsecondary transition issues.

The ACC reports to the Commissioner of Education and is comprised of the following members: two members each representing the SUS, the FCS, public career and technical education, public K-12 education, and non-public education, and one member representing students. Among other things, the ACC monitors the alignment between the exit and admission requirements of education systems and makes recommendations for improving transfer of students from one education system to another education system.

¹⁰ Section 1007.262, F.S.

¹¹ Rule 6A-10.02412, F.A.C. This rule adopted by the State Board of Education specifies the competencies that students must demonstrate upon successful completion of two credits of secondary instruction in one foreign language.

¹² *Id.*

¹³ *Id.*

¹⁴ Section 1007.262, F.S.

¹⁵ *Id.*

¹⁶ Rule 6A-10.02412, F.A.C.

¹⁷ *Id.*

¹⁸ Board of Governors Regulation 6.002(1)(h).

¹⁹ *Id.*

²⁰ Florida Department of Education, *Articulation Coordinating Committee Credit-by-Exam Equivalencies*, available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>.

FCS institutions and the SUS do not recognize computer coding course credits as foreign language credits.

The Florida Virtual School

The Florida Virtual School (FLVS) offers tuition-free, online courses to all K-12 public, private, and home education students residing in Florida.²¹ The FLVS is available to students in all of Florida's school districts.²² At the beginning of each school year, district school boards must notify parents of high school students of the opportunity to take FLVS courses and options for early or accelerated high school graduation.²³

School districts must provide students at all grade levels access to FLVS courses during and after the normal school day and through summer school enrollment.²⁴ High school students earn credit toward graduation for successful completion of high-school level FLVS courses,²⁵ and Florida law does not place limits on the number of credits that a student may earn through the FLVS.²⁶ For transfer purposes, credit for courses completed through the FLVS must be treated the same as courses listed in the Course Code Directory or courses offered by regionally accredited Florida public schools.²⁷ The FLVS may enter into franchise agreements with Florida district school boards to provide FLVS courses in grades K-12 at the district level.²⁸

Higher Education Coordinating Council

The Higher Education Coordinating Council (HECC) was created by the Legislature in 2010 to identify unmet needs and to facilitate solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers.²⁹ The HECC must act as an advisory board to the Legislature, the State Board of Education, and the BOG. Recommendations of the HECC must be consistent with the following guiding principles:

- To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students;
- To promote consistent education policy across all educational delivery systems, focusing on students;
- To promote substantially improved articulation across all educational delivery systems;
- To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians; and
- To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.³⁰

The HECC includes the following members:

- One member of the Board of Governors, appointed by the chair.

²¹ Florida Virtual School, *How is FLVS Free?*, available at <http://www.flvs.net/Pages/default.aspx> (last visited Jan. 20, 2016).

²² Florida Virtual School, *Florida Virtual School 2013-14 Legislative Report* (2015), at 5, available at <https://www.flvs.net/docs/default-source/district/legislative-report-2013-14.pdf?sfvrsn=4>.

²³ Section 1003.02(1)(i), F.S.

²⁴ Sections 1001.42(23) and 1003.498 F.S.

²⁵ Sections 1002.37(3)(a)1.-2. and 1001.42(23), F.S.

²⁶ Sections 1002.37(3)(c) and 1001.42(23), F.S.

²⁷ Florida Department of Education, *Memorandum: Florida Virtual School as a School Choice Option*, at 4 (Jan. 8, 2009), available at <http://info.fldoe.org/docushare/dsweb/Get/Document-5250/dps-2009-007.pdf>.

²⁸ Florida Department of Education, *Florida's K-12 Virtual Education Options Chart* (2015), available at <http://www.fldoe.org/core/fileparse.php/7509/urlt/2015-16-Options-Chart.pdf>.

²⁹ Section 1004.015(1), F.S.

³⁰ Section 1004.015(3), F.S.

- One member of the State Board of Education, appointed by the chair.
- The chancellor of the Florida College System.
- The chancellor of the State University System.
- The president of Enterprise Florida, Inc. or a designated member of the Stakeholder Council appointed by the president.
- The executive director of the Florida Association of Postsecondary Schools and Colleges.
- The president of the Independent Colleges and Universities of Florida.
- The President of CareerSource Florida, Inc. or his or her designee.
- Three representatives of the business community: one appointed by the President of the Senate, one appointed by the Speaker of the House of Representatives, and one appointed by the Governor.

Appointed members serve on the HECC for two years and a single chair must be annually elected by the membership by a majority vote.³¹

Effect of Proposed Changes

The bill promotes student access to education in computer science and related fields by requiring the Higher Education Coordinating Council (HECC) to develop recommendations that identify:

- High school courses in computer science, including computer coding and computer programming, which may be used to satisfy state university admissions requirements for foreign language, math, and science.
- Common academic and technical skills needed for students to help meet projected labor market demands in computer science, information technology, and related fields in Florida.
- How middle and high school students, including underrepresented and nontraditional students, can be encouraged to pursue further studies and careers in computer science, information technology, and related fields.
- Secondary course sequences which prepare students to succeed in postsecondary educational programs in computer science, information technology, and related fields.
- Gaps in current policy, curricula, programs, and practices that inhibit students from pursuing postsecondary education and careers in computer science and related fields.
- Appropriate educator qualifications and computer science pedagogy to maintain technologically current instructional knowledge and practices in teacher preparation programs.
- Common definitions for terms related to computer science, including terms such as computer coding and computer programming, for consistent use across the Florida K-20 education system.

The HECC must report its recommendations to the Board of Governors and the Legislature by December 31, 2017.

The bill requires the Commissioner of Education to establish academic standards for computer science, coding, and programming and identify high school-level courses that incorporate the standards in the Course Code Directory by June 30, 2017. The bill requires the FLVS to offer the identified courses and requires school districts that do not offer an identified course to provide access to the course through the FLVS or through other means.

The bill requires the department to annually report to the Board of Governors and the Legislature:

- The courses identified in the Course Code Directory pursuant by the commissioner in accordance with the bill.

³¹ Section 1004.015(5), F.S.

- The number of students, by district, including the FLVS, who are enrolled in a course so identified.
- The number of individuals who hold a valid educator certificate in computer science or a related field.

The bill requires the state board to consult with the Board of Governors and school districts to develop strategies for:

- Recruiting qualified teachers to provide computer science instruction.
- Updating computer science educator certification requirements.
- Providing appropriate professional development to maintain technologically current instructional knowledge and practices in the school districts.
- Identifying and streamlining traditional and alternative pathways toward computer science educator certification.

If a student enrolls in an identified course that satisfies any FCS or SUS admission requirements for foreign language, mathematics, or science, the student may not know if the course would satisfy similar admission requirements at a private or out-of-state postsecondary institution. Accordingly, the bill requires the school district in such situations to notify the student that he or she should contact any out-of-state or private postsecondary institution to which the student is applying and inquire whether the course credit satisfies any of the institution's admissions requirements.

B. SECTION DIRECTORY:

Section 1. Amends s. 1004.015, F.S.; requiring the Higher Education Coordinating Council to make recommendations related to computer science instruction and identify certain items; requiring the Council to report its findings and recommendations to the State University System Board of Governors and the Legislature.

Section 2. Amends s. 1007.2616, F.S.; requiring the Commissioner of Education to develop certain standards and identify certain courses in the Course Code Directory; requiring the Florida Virtual School to offer certain courses identified by the Commissioner of Education and requiring school districts to provide students access to such courses; requiring the Department of Education to annually report certain information; requiring the State Board of Education, the State University System Board of Governors, and school districts to develop strategies relating to computer science educator certification and teacher recruitment.

Section 3. Providing an effective date of July 1, 2016.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

The bill does not appear to have a fiscal impact on state government revenues.

2. Expenditures:

See fiscal comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

The bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

The bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

Currently, there are no resources specifically provided to the Office of Articulation, Florida Department of Education for the administrative support of the Higher Education Coordinating Council. The bill expands the responsibilities of the Higher Education Coordinating Council to include developing recommendations and reports, establishing academic standards, and working with the State Board of Education, the Board of Governors and school districts to prepare students for postsecondary education and careers in computer science, information technology and related fields.³²

Providing the required administrative support and coordination necessary for the council to perform these additional responsibilities significantly increases the workload of the Office of Articulation. The office will require one additional full-time equivalent position at the Program Specialist IV level, for a total cost of \$79,326.³³

The Department of Education will absorb reporting requirements within existing resources.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill would require the State Board of Education to update the Course Code Directory through the rulemaking process.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On January 20, 2016, the K-12 Subcommittee adopted a strike all amendment and reported the bill favorably as a committee substitute. The strike all amendment:

- Requires the Higher Education Coordinating Council (HECC) to provide recommendations to the Board of Governors and the Legislature that identify:

³² 2016 Agency Legislative Bill Analysis, Florida Department of Education, January 25, 2016

³³ *Id.*

- High school courses in computer science, including computer coding and computer programming that may be used to satisfy state university admissions requirements for foreign language, math, and science.
 - Common academic and technical skills needed for students to help meet projected labor market demands in computer science, information technology, and related fields in Florida.
 - How middle and high school students, including underrepresented and nontraditional students, can be encouraged to pursue further studies and careers in computer science, information technology, and related fields.
 - Secondary course sequences which prepare students to succeed in postsecondary educational programs in computer science, information technology, and related fields.
 - Gaps in current policy, curricula, programs, and practices that inhibit students from pursuing postsecondary education and careers in computer science and related fields.
 - Appropriate educator qualifications and computer science pedagogy to maintain technologically current instructional knowledge and practices in teacher preparation programs.
 - Common definitions for terms related to computer science, including terms such as computer coding and computer programming, for consistent use across the Florida K-20 education system.
- Requires the Commissioner of Education to establish academic standards for computer science, coding, and programming and identify high school-level courses that incorporate the standards in the Course Code Directory.
 - Requires the Florida Virtual School to offer the identified courses and requires school districts that do not offer an identified course to provide access to the course through the Florida Virtual School or through other means.
 - Requires the State Board of Education to work with the Board of Governors and school districts to develop strategies for recruiting and supporting computer science teachers.

The strike all amendment eliminates the bill's requirement that state universities and Florida College System institutions accept certain computer coding courses as satisfying foreign language admissions requirements. The amendment also eliminates the bill's requirement that districts develop and submit a computer coding curriculum plan.

This bill analysis is drafted to the bill as amended and reported favorably by the K-12 Subcommittee.

27 Section 1. Subsection (6) of section 1004.015, Florida
28 Statutes, is renumbered as subsection (7), and a new subsection
29 (6) is added to that section, to read:

30 1004.015 Higher Education Coordinating Council.—

31 (6) (a) The council shall develop recommendations to
32 prepare students for successful postsecondary education and
33 careers in computer science, information technology, and related
34 fields. In developing the recommendations, the council shall
35 consider policies and practices that are designed to increase
36 access to high-quality educational experiences that help more
37 students obtain careers in these fields.

38 (b) The council's recommendations must identify:

39 1. High school courses in computer science, including
40 computer coding and computer programming, of sufficient rigor
41 that may be used to satisfy specified State University System
42 admissions requirements, including requirements for foreign
43 languages, mathematics, and science.

44 2. Common academic and technical skills needed for
45 students to meet projected labor market demands in computer
46 science, information technology, and related fields in the
47 state.

48 3. How middle and high school students, including
49 underrepresented and nontraditional students, can be encouraged
50 to pursue further studies and careers in computer science,
51 information technology, and related fields.

52 4. Secondary course sequences which prepare students to

53 succeed in postsecondary educational programs in computer
 54 science, information technology, and related fields.

55 5. Gaps in current policy, curricula, programs, and
 56 practices at the state, school district, and postsecondary level
 57 which inhibit students from pursuing advanced studies and
 58 careers in computer science, information technology, and related
 59 fields.

60 6. Appropriate educator qualifications and computer
 61 science pedagogy to maintain technologically current
 62 instructional knowledge and practices in teacher preparation
 63 programs.

64 7. Common definitions for terms related to computer
 65 science, including terms such as "computer coding" and "computer
 66 programming," for consistent use across the Florida K-20
 67 education system.

68 (c) By December 31, 2017, the council shall report its
 69 recommendations to the Board of Governors, the State Board of
 70 Education, and the Legislature.

71 (d) This subsection expires July 1, 2018.

72 Section 2. Subsection (4) of section 1007.2616, Florida
 73 Statutes, is renumbered as subsection (5), and a new subsection
 74 (4) is added to that section, to read:

75 1007.2616 Computer science and technology instruction.—

76 (4)(a) By June 30, 2017, the commissioner shall develop
 77 academic standards for computer science, including standards and
 78 benchmarks for computer coding and computer programming, and

79 include in the Course Code Directory high school-level courses
80 which incorporate the standards and prepare students for
81 postsecondary success in computer science, information
82 technology, and related fields.

83 (b) The Florida Virtual School shall offer computer
84 science courses identified in the Course Code Directory. If a
85 school district does not offer an identified course, it must
86 provide students access to the course through the Florida
87 Virtual School or through other means.

88 (c) If a student is enrolled in an identified course that
89 satisfies a foreign language, mathematics, or science admissions
90 requirement for the Florida College System or the State
91 University System, the school district must notify the student
92 that he or she should contact any out-of-state or private
93 postsecondary institution to which the student is applying and
94 inquire whether the course credit satisfies any of the
95 institution's admissions requirements.

96 (d) The Department of Education shall annually report to
97 the Board of Governors and the Legislature:

98 1. The courses identified in the Course Code Directory
99 that meet the academic standards for computer science.

100 2. The number of students, by district, including the
101 Florida Virtual School, who are enrolled in a course identified
102 in the Course Code Directory that meets the academic standards
103 for computer science.

104 3. The number of individuals who hold a valid educator

105 certificate in computer science or a related field.

106 (e) The State Board of Education shall consult with the
 107 Board of Governors and school districts to develop strategies
 108 for recruiting qualified teachers to provide computer science
 109 instruction, updating computer science educator certification
 110 requirements, providing appropriate professional development to
 111 maintain technologically current instructional knowledge and
 112 practices in the school districts, and identifying and
 113 streamlining traditional and alternative pathways toward
 114 computer science educator certification.

115 Section 3. This act shall take effect July 1, 2016.

Amendment No.

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

1 Committee/Subcommittee hearing bill: Education Appropriations
 2 Subcommittee
 3 Representative Adkins offered the following:

Amendment

6 Between lines 114 and 115, insert:

7 Section 3. For the 2016-2017 fiscal year, one full-time
 8 equivalent position and associated salary rate and the sum of
 9 \$79,326 in recurring general revenue funds is appropriated to
 10 the Department of Education, Office of Articulation for the
 11 purposes of this act.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 1147 Educational Instruction
SPONSOR(S): K-12 Subcommittee, Latvala and others
TIED BILLS: IDEN./SIM. **BILLS:** SB 1462

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee	10 Y, 0 N, As CS	Brink	Fudge
2) Education Appropriations Subcommittee		Seifert	Heflin 
3) Education Committee			

SUMMARY ANALYSIS

Current law requires each school district to develop or adopt a curriculum for a K-12 character-development program and submit it to the department for approval. The curriculum 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".

In addition to current instructional requirements, the bill requires character-development programs in high schools to include instruction on:

- Developing leadership skills, interpersonal skills, organization skills, and research skills;
- Creating a resume;
- Developing and practicing the skills necessary for employment interviews;
- Managing stress and expectations; and
- Developing skills that enable students to become more resilient and self-motivated.

School districts currently provide a variety of character-development programs for K-12 students. The specified requirements for high school students are not expected to have any fiscal impact on school districts.

The bill does not appear to affect the state or local governments.

The bill takes effect July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Section 1003.42(2), F.S., establishes components of required instruction for public school students. Instructional staff must teach the following content:

- The history and content of the Declaration of Independence, to include specific consents which include in part national sovereignty, natural law, and how they form the philosophical foundation of our government.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States with emphasis on each of the ten amendments that make up the Bill of Rights;
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers;
- Flag education, including proper flag display and flag salute;
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts;
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present;
- The history of the Holocaust;
- The history of African Americans;
- The elementary principles of agriculture;
- The true effects of all alcoholic 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 that addresses concepts of community health; consumer health; environmental health; family life, including in part, an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; students in grades 7 through 12 teen dating violence and abuse education;
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law;
- The study of Hispanic contributions to the United States;
- The study of women's contributions to the United States;
- The nature and importance of free enterprise to the United States economy;
- A character-development program in kindergarten through grade 12; and
- In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide.

The law does not establish any particular grade level or courses within which instruction on these topics must be provided. However, the Department of Education takes steps to ensure that the enumerated content is taught in public schools. The law encourages the State Board of Education to "adopt standards and pursue assessment of the requirements" of subsection (2) of s. 1003.42, F.S.

Each school district must develop or adopt a curriculum for its K-12 character-development program and submit it to the department for approval.¹ The curriculum 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.”²

Effect of Proposed Changes

In addition to current instructional requirements, the proposed committee substitute requires character-development programs in high schools to include instruction on:

- Developing leadership skills, interpersonal skills, organization skills, and research skills;
- Creating a resume;
- Developing and practicing the skills necessary for employment interviews;
- Managing stress and expectations; and
- Developing skills that enable students to become more resilient and self-motivated.

As a result, all public school students will receive instruction on these life and career skills topics while in high school.

B. SECTION DIRECTORY:

Section 1. Amends s. 1003.42, F.S.; requiring character education programs to provide certain instruction to students in grades 9-12.

Section 2. Provides an effective date of July 1, 2016.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

¹ Section 1003.42(2)(s), F.S.

² *Id.*

D. FISCAL COMMENTS:

School districts currently provide a variety of character-development programs for K-12 students. The specified requirements for high school students are not expected to have any fiscal impact on school districts.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On February 1, 2016, the K-12 Subcommittee adopted a proposed committee substitute and reported the bill favorably as a committee substitute. The proposed committee substitute requires character-development programs in high schools to include instruction on:

- Developing leadership skills, interpersonal skills, organization skills, and research skills;
- Creating a resume;
- Developing and practicing the skills necessary for employment interviews;
- Managing stress and expectations; and
- Developing skills that enable students to become more resilient and self-motivated.

This analysis reflects the proposed committee substitute as reported favorably by the K-12 Subcommittee.

1 A bill to be entitled
 2 An act relating to character-development instruction;
 3 amending s. 1003.42, F.S.; requiring character-
 4 development programs to provide certain instruction to
 5 students in grades 9-12; providing an effective date.
 6

7 Be It Enacted by the Legislature of the State of Florida:
 8

9 Section 1. Paragraph (s) of subsection (2) of section
 10 1003.42, Florida Statutes, is amended to read:

11 1003.42 Required instruction.-

12 (2) Members of the instructional staff of the public
 13 schools, subject to the rules of the State Board of Education
 14 and the district school board, shall teach efficiently and
 15 faithfully, using the books and materials required that meet the
 16 highest standards for professionalism and historic accuracy,
 17 following the prescribed courses of study, and employing
 18 approved methods of instruction, the following:

19 (s) A character-development program in the elementary
 20 schools, similar to Character First or Character Counts, which
 21 is secular in nature. Beginning in school year 2004-2005, the
 22 character-development program shall be required in kindergarten
 23 through grade 12. Each district school board shall develop or
 24 adopt a curriculum for the character-development program that
 25 shall be submitted to the department for approval. The
 26 character-development curriculum shall stress the qualities of

27 | patriotism; responsibility; citizenship; kindness; respect for
 28 | authority, life, liberty, and personal property; honesty;
 29 | charity; self-control; racial, ethnic, and religious tolerance;
 30 | and cooperation. The character-development curriculum for grades
 31 | 9 through 12 shall, at a minimum, include instruction on
 32 | developing leadership skills, interpersonal skills, organization
 33 | skills, and research skills; creating a résumé; developing and
 34 | practicing the skills necessary for employment interviews;
 35 | managing stress and expectations; and developing skills that
 36 | enable students to become more resilient and self-motivated.

37 |
 38 | The State Board of Education is encouraged to adopt standards
 39 | and pursue assessment of the requirements of this subsection.

40 | Section 2. This act shall take effect July 1, 2016.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 1403 Pledge of Allegiance

SPONSOR(S): Broxson and others

TIED BILLS: IDEN./SIM. **BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee	10 Y, 0 N	Dehmer	Fudge
2) Education Appropriations Subcommittee		Seifert	Heflin 
3) Education Committee			

SUMMARY ANALYSIS

Currently, each school district board may adopt rules that require, in all district schools, programs of a patriotic nature. The programs are designed to encourage greater respect for the United States government, the national anthem and the flag. The programs are subject to other existing laws of the United States or the state.

In each public elementary, middle and high school in the state, the pledge of allegiance (the pledge) shall be recited at the beginning of the day. The pledge shall be rendered by students standing with the student's right hand over their heart. When the pledge is given, civilians must show full respect to the flag by standing at attention. Men must remove their headdress, unless worn for a religious purpose.

Each student must be informed of the right not to participate in the pledge by a notice posted in a conspicuous place. The student is excused from the pledge when the student obtains a written request from their parent.

The bill repeals the requirement to conspicuously post notice of the right not to participate and instead provides that students shall be informed of the right not to participate in the pledge by a written notice published in the student handbook, the code of student conduct or a similar school publication. School districts are currently required to provide written codes of conduct and the inclusion of the right not to participate in the pledge is not expected to have any fiscal impact on school districts.

The bill removes the requirement that all civilians, including excused students, stand and place their hand over their heart during the pledge. Instead, only unexcused students must stand and recite the pledge.

The bill does not have a fiscal impact on state or local governments.

The bill takes effect July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

The Pledge of Allegiance

Present Situation

Currently, each school district board may adopt rules that require, in all district schools, programs of a patriotic nature. The programs are designed to encourage greater respect for the United States government, the national anthem and the flag. The programs are subject to other existing laws of the United States or the state.¹

When the national anthem is played, students and civilians shall stand at attention and men shall remove their headdress, unless worn for a religious purpose.²

In each public elementary, middle and high school in the state, the pledge shall be recited at the beginning of the day. The pledge shall be rendered by students standing with their right hand over his or her heart. When the pledge is given, civilians must show full respect to the flag by standing at attention. Men must remove their headdress, unless worn for a religious purpose.³

Each student must be informed of the right not to participate in the reciting of the pledge by a notice posted in a conspicuous place. The student is excused from reciting the pledge when the student obtains a written statement from their parent.⁴

In Frazier ex rel. Frazier v. Winn, a high school student, without a signed, written excuse from his parent, refused to stand and recite the pledge.⁵ The court upheld the requirement that students must obtain a signed, written statement from their parent before being excused from the pledge.⁶ The court "conclude[d] that the State's interest in recognizing and protecting the rights of parents on some educational issues is sufficient to justify the restriction of some students' freedom of speech."⁷

However, the court found that the requirement that all civilians, including excused students, stand and place their hand on his or her heart during the pledge, violated the constitution.⁸ An excused student has the right to remain quietly seated during the pledge.⁹

Effect of Proposed Changes

The bill repeals the requirement to conspicuously post notice of the right not to participate and instead provides that students shall be informed of the right not to participate in the pledge by a written notice published in the student handbook, the code of student conduct or a similar school publication.

The bill addresses the constitutional issues cited in Frazier by removing the requirement that all civilians, including excused students, stand and place their hand over their heart during the pledge. Instead, only unexcused students must stand and recite the pledge.

¹ Section 1003.44(1), F.S.

² *Id.*

³ *Id.*

⁴ *Id.*

⁵ Frazier ex rel. Frazier v. Winn, 535 F.3d 1279, 1285-86 (11th Cir. 2008).

⁶ *Id.* at 1285.

⁷ *Id.*

⁸ *Id.* at 1282 (holding that the "standing at attention" provision should not be enforced).

⁹ *Id.*

B. SECTION DIRECTORY:

Section 1. Amends s. 1003.44, F.S., relating to patriotic programs and rules.

Section 2. Provides an effective date of July 1, 2016.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

School districts are currently required to provide written codes of conduct and the inclusion of the right not to participate in the pledge is not expected to have any fiscal impact on school districts.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

None.

1 A bill to be entitled
 2 An act relating to the pledge of allegiance; amending
 3 s. 1003.44, F.S.; requiring a written notice of a
 4 student's right not to participate in the pledge of
 5 allegiance to be included in a specific publication;
 6 providing that a student may be excused from certain
 7 actions associated with the pledge of allegiance;
 8 requiring unexcused students to show full respect to
 9 the flag during the pledge of allegiance; providing an
 10 effective date.

11
 12 Be It Enacted by the Legislature of the State of Florida:

13
 14 Section 1. Subsection (1) of section 1003.44, Florida
 15 Statutes, is amended to read:

16 1003.44 Patriotic programs; rules.—

17 (1) Each district school board may adopt rules to require,
 18 in all of the schools of the district, programs of a patriotic
 19 nature to encourage greater respect for the government of the
 20 United States and its national anthem and flag, subject always
 21 to other existing pertinent laws of the United States or of the
 22 state. When the national anthem is played, students and all
 23 civilians shall stand at attention, men removing the headdress,
 24 except when such headdress is worn for religious purposes. The
 25 pledge of allegiance to the flag, "I pledge allegiance to the
 26 flag of the United States of America and to the republic for

27 | which it stands, one nation under God, indivisible, with liberty
 28 | and justice for all," shall be rendered by students standing
 29 | with the right hand over the heart. The pledge of allegiance to
 30 | the flag shall be recited at the beginning of the day in each
 31 | public elementary, middle, and high school in the state. Each
 32 | student shall be informed by a written notice published in the
 33 | student handbook or a similar publication pursuant to s.
 34 | 1006.07(2) ~~posting a notice in a conspicuous place~~ that the
 35 | student has the right not to participate in reciting the pledge.
 36 | Upon written request by his or her parent, the student must be
 37 | excused from reciting the pledge, including standing and placing
 38 | the right hand over his or her heart. When the pledge is given,
 39 | unexcused students ~~civilians~~ must show full respect to the flag
 40 | by standing at attention, men removing the headdress, except
 41 | when such headdress is worn for religious purposes, as provided
 42 | by Pub. L. ch. 77-435, s. 7, approved June 22, 1942, 56 Stat.
 43 | 377, as amended by Pub. L. ch. 77-806, 56 Stat. 1074, approved
 44 | December 22, 1942.

45 | Section 2. This act shall take effect July 1, 2016.