

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCB EDC 14-03 Digital Student Learning and Support Services

SPONSOR(S): Education Committee

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

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Education Committee	16 Y, 0 N	Brink/Ammel	Mizereck

SUMMARY ANALYSIS

The bill requires the Department of Education (DOE) to develop by August 1, 2014, a five-year strategic plan for Florida digital classrooms, which, among other things, describes how technology will be integrated into classroom teaching and learning. The bill provides for oversight of the development and implementation of the plan by the Commissioner of Education and requires the DOE to provide the plan to school districts, publish the plan on the DOE's website, and annually update the plan.

The bill repurposes local instructional improvement systems (LIIS) as district digital classrooms systems and provides requirements for the systems. The bill also requires each district digital classrooms system to meet minimum standards published by the DOE across the nine LIIS standards component areas.

The bill requires each school district, by December 31, 2014, to develop and submit to the DOE for approval a digital classrooms system plan to improve student performance through the district's digital classrooms system and establishes required plan content. Each district must annually update and submit the plan to the DOE for approval in a format and by a date determined by the DOE.

The bill also requires the State Board of Education report by August 1, 2015, and annually thereafter, to the Governor, the Senate President, and the Speaker of the House of Representatives the progress each school district has made in establishing the digital classrooms system and integrating such technology into classroom teaching and learning as well as the impact on student performance.

The bill creates the Complete Florida Plus Program at the University of West Florida and transfers the requirements and responsibilities related to online student support services currently administered through the Florida Virtual Campus (FLVC) to this program. The consolidation of duties and resources will streamline and maximize services to all Florida students pursuing postsecondary degrees.

The bill provides that the primary purposes of the Complete Florida Plus Program are to:

- Facilitate degree completion for the state's adult learners through the Complete Florida Degree Initiative.
- Provide information and access to distance learning courses and degree programs offered by the state's public postsecondary education institutions.
- Coordinate with the Florida College System and the State University System to identify and provide online academic support services and resources when multi-institutional provision of such services and resources is more cost or operationally effective.
- Administer the Florida Library Automation Cooperative (FLAC) in consultation with the chancellors of the FCS and SUS regarding implementation and operations of FLAC.

The bill also establishes the FLAC and reassigns all the duties and resources related to online library support services currently administered by the FLVC to the FLAC. The FLAC shall be administered by a director who will report to the director of the Complete Florida Plus Program.

The bill repeals ss. 1006.282 and 1006.72, F.S.

This bill has an effective date of July 1, 2014.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: pcb03a.EDC

DATE: 3/28/2014

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Digital Student Learning

Present Situation

Technology Plans

Current law requires the Department of Education (DOE) to develop a systemwide technology plan, make budget recommendations to the commissioner, assist school districts in securing internet access and telecommunications services, and coordinate services with other state, local, and private agencies.¹ In addition, the DOE must develop a method to address the need for a statewide approach to planning and operations of library and information services to achieve a single K-20 education system library information portal and a unified higher education library management system.²

The Bureau of Educational Technology within the DOE provides “leadership, coordination, and guidance concerning the submission, technical review, and approval of local educational technology plans as a service to school districts.”³ *The Essential District Technology Plan Components*, developed by the DOE, is intended to provide a general framework for the technology plan content.⁴ The components include the following:⁵

- Mission and vision;
- General introduction/background;
- Needs assessment/goals;
- Funding plan;
- Technology acquisition plan;
- Access;
- User support plan;
- Staff training plan;
- Program evaluation; and
- E-Rate Program Planning Criteria (E-Rate Plan Addendum).

Eligibility to participate in certain federal technology initiatives and grant programs (e.g., Enhancing Education Through Technology⁶ and E-Rate⁷ programs) requires that a local school district develop and maintain a long-range strategic district technology plan that adequately addresses prescribed planning criteria. Planning requirements and expectations vary from program to program, but many of the essential components of an effective technology planning process are consistent across programs.⁸

¹ Section 1001.20(4)(a), F.S.

² *Id.*

³ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

⁴ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

⁵ Florida Department of Education, *The Essential District Technology Plan Components*, available at http://www.fldoe.org/BII/Instruct_Tech/downloads/EssentialDistrictTechnologyPlanComponents.doc.

⁶ U.S. Department of Education, *Enhancing Education Through Technology (Ed-Tech) State Program*, <http://www2.ed.gov/programs/edtech/index.html> (last visited Feb. 15, 2014).

⁷ U.S. Department of Education, *E-Rate Program – Discounted Telecommunications Services*, <http://www2.ed.gov/about/offices/list/oii/nonpublic/erate.html> (last visited Feb. 15, 2014). “The E-Rate technology plan describes the technologies and associated resources, both existing and planned, that will assist a school to provide educational services.” Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

⁸ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

For the E-Rate program, the school districts submit a technology plan, which is required for the federal E-Rate application, to the DOE for approval.⁹ These district plans provide a focus on infrastructure and the acquisition and access to technology, but do not specifically provide for the integration of digital instruction into classroom teaching and learning.

While participation in federal programs is optional, a majority of school districts participate to improve learning opportunities for all students, enhance technology resources needed in conjunction with existing initiatives (e.g., reading improvement), and address, in a targeted and focused way, significant challenges associated with impoverished and disadvantaged student populations.¹⁰

In addition to addressing federal program participation requirements, developing a strong technology planning process can assist a district with:¹¹

- Establishing appropriate guidelines, standards, and policies regarding acquisition and infusion of new and emerging technologies;
- Managing complex technology infrastructure and telecommunications upgrades at schools; and
- Addressing major transformations (e.g., one-to-one computing, wireless access, intensive laptop use, Internet-based instructional content delivery, and distance learning).

The department requests district school superintendents to encourage school principals and school district personnel to participate in the Florida Innovates Technology Resources Inventory which is used to annually gather school-level and school district-level technology resources inventory data.¹² Schools and school districts report technology data regarding devices, bandwidth, wireless infrastructure, professional development, and computer-based assessment readiness to the department.¹³ The department uses the technology resources inventory data to prepare annual legislative budget requests.¹⁴ In 2013, the Legislature appropriated \$11.3 million for district bandwidth support and \$6 million for Technology transformation grants for rural districts.¹⁵

Local Instructional Improvement Systems

Florida law requires every district in the state to provide teachers, administrators, students, and parents access to a local instructional improvement system (LIIS) that meets stakeholder needs for access to and use of data to inform instruction in the classroom, operations at the school and district, and research.¹⁶ Minimum standards for a LIIS were developed by a team of over 50 education stakeholders and professionals from around Florida and published on January 31, 2011.¹⁷ The published LIIS minimum standards include 668 specific standards across nine component areas,¹⁸ including:

- Assessment and growth;
- Instructional Practices;
- [State academic] standards and curriculum;

⁹ Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

¹⁰ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

¹¹ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

¹² Florida Department of Education, *Memorandum: School Technology Resources Inventory* (Oct. 11, 2013), on file with the Committee on Education staff.

¹³ Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

¹⁴ Florida Department of Education, *Memorandum: School Technology Resources Inventory* (Oct. 11, 2013), on file with the Committee on Education staff.

¹⁵ Specific Appropriation 102A, ch. 2013-40, L.O.F.

¹⁶ Section 1006.281(3), F.S.; s. 18, ch. 2010-154, L.O.F.

¹⁷ *Id.*

¹⁸ Florida Department of Education, *Local Instructional Improvement System (LIIS) Minimum Standards 2013 Survey Statewide Report* (Dec. 12, 2013), available at <https://www.fldoe.org/arra/pdf/RTTT-LIIS-2013.pdf>.

- Facilitator profile;
- Learner profile;
- Analysis and reporting;
- Documentation and support;
- Data integration; and
- Information technology platform and security.¹⁹

By June 30, 2014, each LIIS must comply with the minimum standards published by the DOE and include the following functionality:

- Vertically searches for and organizes specific instructional materials;
- Enables teachers prepare lessons, individualize student instruction, and connect student assessment data with electronic and digital instructional materials;
- Provides communication in order to assist parents and teachers in better serving the needs of students;
- Enables district staff to plan, create, and manage professional development; and
- Provides access to electronic and digital content from multiple providers.²⁰

While the LIIS addresses various aspects of instructional practices and use of technology, as with district technology plans, the LIIS does not specifically provide for integration of technology into classroom teaching and learning.

Pilot Program for the Transition to Electronic and Digital Instructional Materials

A district school board may designate pilot program schools for the transition to electronic and digital instructional materials if the school district:

- Implements a local instructional improvement system pursuant to s. 1006.281, F.S.;
- Requests only electronic or digital sample copies of instructional materials;
- Uses at least 50 percent of the pilot program school's instructional materials allocation on electronic and digital state-adopted instructional materials.²¹

A district which designates a pilot program must report to the department:

- The name of the pilot program school, the grades and courses included in the pilot, and contact person information;
- A description of the technological tools that will be used in the pilot program; and
- The projected costs, savings, and funding sources associated with the pilot program.²²

Effect of Proposed Changes

The bill requires the Department of Education's Office of Technology and Information Services, by August 1, 2014, and by January 1 of each year thereafter, to develop and annually update a five-year strategic plan for Florida digital classrooms. The bill provides for oversight of the development and implementation of the plan by the Commissioner of Education and requires the plan to be provided to each school district and published on the DOE's website. The plan must also:

- Describe how technology will be integrated into classroom teaching and learning to assist the state in improving student performance outcomes and enable all students in Florida to be digital learners with access to digital tools and resources;
- Describe each school district's progress toward compliance with the minimum technology requirements established pursuant to the plan and the local instructional improvement system

¹⁹ Florida Department of Education, *Local Instructional Improvement System Minimum Standards, Requirement Summary* (Jan. 31, 2011), available at <https://www.fldoe.org/arra/pdf/LIISSummary.pdf>.

²⁰ Section 1006.281, F.S.

²¹ Section 1006.282, F.S.

²² Section 1006.282, F.S.

standards, in particular the standards that address instructional practices, assessments and growth, and state academic standards and curriculum, as adopted in state board rule; and

- Include, at least:
 - Minimum technology requirements that include specifications for hardware, software, devices, networking, security, and broadband capacity to facilitate school district compliance with the requirement for online assessments and guidelines for the number of students per device necessary to enable students to access all electronic and digital instructional materials;
 - Local instructional improvement system standards as adopted in state board rule;
 - Identification of the types of digital tools that can be utilized in the classroom to provide students access to and interaction with media-rich sources of information;
 - Minimum requirements for professional development opportunities and training to assist instructional personnel and staff with the integration of technology in classroom teaching and learning; and
 - Identification of the types of digital teaching and learning resources that can assist instructional personnel and staff in the management, assessment, and monitoring of student learning and performance.

In addition, the bill eliminates requirements relating to the development of a method for addressing the need for a statewide approach to planning and operations of library and information services.

The bill repurposes the school district LIIS as a district digital classrooms system. The bill defines “district digital classrooms system” as a system that integrates the use of technology into the classroom to improve student performance outcomes and provides teachers, administrators, students, and parents with data and resources to systematically manage continuous instructional improvement. A district digital classrooms system must provide access to:

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

The bill requires district digital classrooms systems to comply with the minimum LIIS standards adopted in state board rule and provide the same functionality. The bill specifies that the professional development functionality must include professional development opportunities that assist staff with the integration of technology into classroom teaching and learning. The bill requires the standards to comply with any applicable requirements or standards published by the DOE to enable school districts to administer online assessments and enable students to access digital materials. The system must also connect to instructional content and student assessment providers.

The bill requires each school district, by December 31, 2014, to develop and submit to the DOE for approval a digital classrooms system plan to improve student performance through the district’s digital classrooms system. Each district must annually update and submit the plan to the DOE for approval in a format and by a date determined by the DOE. The district digital classrooms system plan must provide for:

- Proposed student performance outcomes and reporting of actual student performance for all students resulting from the implementation of the digital classrooms system;
- Digital classrooms system compliance with any requirements provided in the five-year strategic plan for Florida digital classrooms;
- Professional development opportunities that assist instructional personnel and staff with the integration of technology in classroom teaching; and
- Compliance with requirements for federal technology initiatives and grant programs, if the district participates in such initiatives or programs.

In addition, the plan must explain how funds appropriated for the operation of schools are expended with respect to:

- Costs associated with school district use of the Florida Information Resource Network²³ which represent the amount not funded by federal funds available through the E-rate²⁴ program;
- Specified costs associated with delivering high-capacity Internet access to the district network aggregation location;
- Specified costs associated with delivering high-capacity Internet access to individual schools;
- Specified costs associated with upgrading the school district network infrastructure necessary to deliver high-capacity Internet access to each network aggregation location or to an individual school; and
- Costs associated with acquiring electronic devices that comply with technology requirements published in the five-year strategic plan for Florida digital classrooms.

The bill requires, beginning August 1, 2015 and annually thereafter, the State Board of Education to provide a report to the Governor, the Senate President, and the Speaker of the House of Representatives that details the progress by each school district in establishing the digital classrooms system and integrating such technology into classroom teaching and learning and the impact on student performance. The report must include, by school and school district, the following information:

- Total revenues and expenditures associated with each school district's implementation of its digital classrooms system;
- Proposed and actual student performance outcomes resulting from the implementation of the digital classrooms system;
- The status of each school district's digital classrooms system's compliance with the minimum standards published by the Department of Education; and
- Recommendations for enhanced functionality for the digital classrooms system.

The bill repeals s. 1006.282, relating to the pilot program for the transition to electronic and digital instructional materials, as other provisions of the bill render the program obsolete. The bill also repeals subsection (4) of s. 1006.29, relating to publication of minimum and recommended technology requirements, as the bill provides similar requirements to be published in the a five-year strategic plan for Florida digital classrooms.

Student Support Services

Present Situation

Complete Florida Degree Program

²³ The Florida Information Resource Network (FIRN) was created in the early 1980s to electronically link the state's public education entities to computing resources. FIRN's purpose was to provide equal access to computing resources for all public education entities, to enable the exchange of information among these entities, and to transmit administrative data to the Department of Education (DOE) in a timely manner. See FIRN 2008 Proviso Report, Recommendations and Options for the Continued Operation of the Florida Information Resource Network; submitted September 15, 2008. FIRN was established within the Department of Education and over the years, its services expanded from providing a way to transmit administrative and student information to providing e-mail and connections to the Internet. Since the passage of the federal Telecommunications Act of 1996, universal service funds have been used to fund a significant amount of FIRN's services. This federal act established the Universal Service Administrative Company (USAC), which is an independent, not-for-profit corporation designated by the Federal Communications Commission as the administrator of the universal service fund. USAC collects contributions from telecommunications carriers and administers support programs designed to help communities across the country secure access to affordable telecommunications services. <http://www.usac.org/about/> One such program is the Schools and Libraries Program, commonly referred to as the E-rate program. The Fiscal Year 2009-2010 GAA included each school district's funding for FIRN into the Florida Education Finance Program (FEFP). Additionally, chapter 2009-59, Laws of Florida, created s. 1001.271, F.S., which provided that the Commissioner of Education, upon requisition from school districts, shall purchase the non E-rate portion of their Internet access services and related services. For Fiscal Year 2009-2010, each school district eligible for the E-rate funding was required to submit a requisition to the Commissioner for at least the same level of Internet access services used through the FIRN contract in Fiscal Year 2008-2009.

²⁴ See *supra* text accompanying note 27.

Also in 2012, the Legislature established the Complete Florida Degree Program to recruit, recover, and retain the state's adult learners and assist them in completing an associate degree or a baccalaureate degree that is aligned to high-wage, high-skill workforce needs.²⁵ The program is administered by the University of West Florida (UWF), acting as the lead institution, in coordination with the FCS and SUS institutions and private postsecondary institutions, as appropriate.²⁶

The Complete Florida Degree Program is required to:

- Provide adult learners with a single point of access to information and links to innovative online and accelerated distance learning courses, student and library support services, and electronic resources that will aid them in completing a postsecondary degree;
- Develop and implement an advising and student support system that includes the use of degree completion specialists, is based upon best practices and processes, and includes academic and career support services designed specifically for the adult learner;
- Use existing or develop new competency-based instructional and evaluation tools to assess prior performance, experience, and education to award college credit and reduce the time required for adults to complete degrees;
- Develop and implement an evaluation process to collect and analyze appropriate data in order to report on the effectiveness of the program;
- Develop and implement a statewide student recruitment campaign for the program;
- Identify proposed changes to the statewide computer-assisted student advising system developed by the FLVC to assist the adult learner in using the system;
- Use the online admissions application implemented by FLVC; and
- Use the distance learning catalog implemented by FLVC.²⁷

Florida Virtual Campus

In 2012, the Legislature created the Florida Virtual Campus (FLVC) by consolidating the services and resources previously provided by the Florida Distance Learning Consortium, the Florida Higher Education Distance Learning Catalog, FACTS.org, the Florida Center for Library Automation, and the College Center for Library Automation. The FLVC was established to provide access to online student and library support services and to serve as a statewide resource and clearinghouse for public postsecondary education distance learning courses and degree programs.²⁸ The primary purposes of FLVC are to:

- Establish a single library automation system and associated resources and services that all public postsecondary education institutions will use to support their learning, teaching, and research needs.
- Provide information and access to distance learning courses and degree programs offered by the state's public postsecondary education institutions.
- Coordinate with the Florida College System (FCS) and the State University System (SUS) to identify and provide online academic support services and resources when the multi-institutional provision of such services and resources is more cost or operationally effective.²⁹

The chancellors of the Florida College System and the State University System exercise joint oversight of the FLVC and establish its governance and reporting structure, administrative and operational guidelines and processes, staffing requirements, and operational budget.³⁰

The FLVC is required to:

²⁵ Section 15, ch. 2012-134, L.O.F.

²⁶ Section 1006.735(2), F.S.

²⁷ Section 1006.735(4) & (5), F.S.

²⁸ Section 14, ch. 2012-134, L.O.F.

²⁹ Section 1006.73(1), F.S.

³⁰ Section 1006.73(2), F.S.

- Develop and manage a library information portal and automated library management tools for use by FCS and SUS institutions;
- Develop and manage a statewide Internet-based catalog of distance learning courses, degree programs, and resources offered by public postsecondary education institutions to assist in the coordination and collaboration of articulation and access;
- Implement a streamlined, automated, online admissions application process for undergraduate transient students;
- Develop and manage a statewide computer-assisted student advising system that will support advising, registering, and certifying students for graduation and include a degree audit and articulation component;
- Coordinate the negotiation of statewide licensing of electronic library resources and preferred pricing agreements, issue purchase orders, and enter into contracts for the acquisition of distance learning resources, student and library support services, electronic resources, and other goods and services necessary to carry out its duties;
- Promote and provide recommendations concerning the use and distribution of open-access textbooks and education resources in order to reduce costs and develop a standardized process for reviewing and approving open-access textbooks;
- Provide appropriate help desk support and training and consultation services to institutions and students using FLVC services;
- Identify and evaluate new technologies and instructional methods that can be used to improve distance learning instruction, student learning, the efficient delivery of student support services, and the overall quality of undergraduate distance learning courses and degree programs; and
- Develop and implement a plan that describes the services and resources available at FLVC to encourage student use of the services.

It was anticipated that the consolidation of services and resources provided by the five entities would result in a cost savings.³¹ According to the Office of Program Policy and Government Accountability (OPPAGA), as of February 2013, FLVC had made progress toward functioning as a cohesive unit and saved \$1,563,782 by reducing positions and saved an additional \$116,586 by renegotiating leases; however, the FLVC still maintained three separate locations, one in which the lease agreement obligates FLVC to pay for unused space. Additionally, FLVC maintained an \$8 million reserve balance for which the obligations were unclear.³²

OPPAGA also noted that FLVC did not have a process that ensured its core services met legislative expectations and user needs and lacked a plan for how and when it would focus its resources on priority issues. Specific issues, include the following:

- FLVC had not taken adequate steps to ensure students are aware of and can easily use FLVC services;
- The FLVC Website is difficult to navigate and use;
- The FLVC advising system is out of date and used by relatively few students;
- The distance learning catalog is functional but does not incorporate an online analytical tool to provide usage and course request data required by law;
- The FCS and SUS integrated library systems still operate separately; and
- There is no discovery tool incorporating university and college libraries.³³

Licensing Electronic Library Resources

Current law provides parameters for cost efficient and cost effective licensing of electronic library resources. The law outlines a process for identifying shared core resources among institutions that must be made available to all public postsecondary education students. The FCS and SUS must

³¹ OPPAGA Presentation, *Progress of Florida Virtual Campus*, Feb. 13, 2014, available at <http://www.oppaga.state.fl.us/Presentations.aspx>.

³² *Id.*

³³ *Id.*

annually report to the Governor and the chairs of the legislative appropriations committee the cost savings realized as a result of the collaborative licensing process.

Effect of Proposed Changes

Complete Florida Plus Program

The bill creates the Complete Florida Plus Program at the University of West Florida and transfers the requirements and responsibilities related to online student support services currently administered through the Florida Virtual Campus (FLVC) to this program. The consolidation of duties and resources will streamline and maximize services to all Florida students pursuing postsecondary degrees.

The bill renames the Complete Florida Degree Program³⁴ to the Complete Florida Degree Initiative and provides that UWF will continue to administer the initiative under the Complete Florida Plus Program.

In addition to the Complete Florida Degree Initiative, the bill stipulates that the other primary purposes of Complete Florida Plus are to:

- Provide information and access to distance learning courses and degree programs offered by the state's public postsecondary education institutions;
- Coordinate with the FCS and the SUS to identify and provide online academic support services and resources when multi-institutional provision of such services and resources is more cost or operationally effective; and
- Administer the Florida Library Automation Cooperative (FLAC) in consultation with the chancellors of the FCS and SUS regarding implementation and operations of FLAC.

The bill transfers responsibility for implementation of the following services and resources currently assigned to the FLVC to the Complete Florida Plus Program, and requires the program to:

- Develop and manage a statewide Internet-based catalog of distance learning courses, degree programs, and resources offered by public postsecondary education institutions to assist in the coordination and collaboration of articulation and access;
- Implement a streamlined online admissions application process for undergraduate transient students;
- Develop and manage a statewide computer-assisted student advising system that will support advising, registering, and certifying students for graduation and include a degree audit and articulation component;
- Provide appropriate help desk support and training and consultation services to institutions and students using Complete Florida Plus services;
- Coordinate the negotiation of statewide licensing of resources and preferred pricing agreements, issue purchase orders, and enter into contracts for the acquisition of distance learning resources, student support services, electronic resources, and other goods and services necessary to carry out its duties;
- Identify and evaluate new technologies and instructional methods that can be used to improve distance learning instruction, student learning, the efficient delivery of student support services, and the overall quality of undergraduate distance learning courses and degree programs; and
- Develop and implement a plan in consultation with public postsecondary institutions that describes the services and resources available at Complete Florida Plus to encourage student use of the resources and services.

Florida Library Automation Cooperative

The bill establishes the Florida Library Automation Cooperative (FLAC) and reassigns all the duties and resources related to online library support services currently administered by the FLVC to the

³⁴ Section 1006.735, F.S.

cooperative. The cooperative shall be administered by a director who will report to the director of the Complete Florida Plus Program.

The bill requires the director of FLAC to:

- Exercise all powers, duties, and functions of the center prescribed by law;
- Administer the operational requirements of the center;
- Hire professional and administrative staff necessary to administer the duties of the center; and
- Keep administrative staff to the minimum necessary to administer the duties of the center.

The bill transfers all records, personnel, property, existing contracts, and unexpended balances of appropriations, allocations, grants, and other funds of the FLVC to UWF and designates UWF as the successor in interest to the FLVC that is responsible for the provision of all services authorized. The bill requires the University of West Florida to submit an annual report regarding the implementation and operation of the Complete Florida Plus Program and the Florida Library Automation Cooperative, by December 31 each year, to the President of the Senate and the Speaker of the House of Representatives.

In order for the required changes to be accomplished with minimal disruption of services to the FCS institutions, SUS institutions, and their staff and students, the bill establishes a transition period between the effective date of the act and December 31, 2014. The bill directs the Board of Governors, on behalf of the UWF, to develop and submit to the Legislative Budget Commission a budget amendment that includes a transition plan for absorbing the transfer of FLVC resources to the UWF.

The bill repeals section 1006.72 and incorporates provisions relating to licensing of electronic library resources into the FLAC.

Transfer of Credit

The bill requires the Articulation Coordinating Committee (ACC) to make recommendations to the Legislature regarding the costs and requirements to develop and implement an online system for collecting and analyzing data regarding requests for transfers of credit by postsecondary education students. The ACC must report recommendations to the Speaker of the House of Representatives and the President of the Senate no later than January 31, 2015.

The bill expedites the process by which the ACC receives industry certification statewide articulation agreement proposals for review and recommendation to the State Board of Education by requiring the Chancellor of Career and Adult Education to submit proposals for articulation of credit no less than 90 days after the State Board of Education adopts an industry certification for inclusion on the industry certification funding list.

B. SECTION DIRECTORY:

Section 1. Amends s. 1001.11, F.S., providing that the Commissioner of Education shall oversee the development and implementation of a strategic plan for establishing digital classrooms.

Section 2. Amends s. 1001.20, F.S., requiring the Department of Education to develop and update a strategic plan for establishing digital classrooms and providing plan requirements.

Section 3. Amends s. 1006.281, F.S., defining the term "district digital classrooms system"; providing that a school district shall develop and annually update a plan for establishing the digital classrooms system; providing content and reporting requirements for the plan; providing access and reporting requirements for the digital classrooms system; providing that the State Board of Education shall adopt rules to establish minimum standards for a district digital classrooms system

Section 4. Repeals s. 1006.282, F.S., relating to a pilot program for the transition to electronic and digital instructional materials.

Section 5. Amends s. 1006.29, F.S., deleting provisions for the publication of minimum and recommended technology requirements.

Section 6. Repeals s. 1006.72, F.S., relating to licensing of electronic library resources.

Section 7. Amends s. 1006.73, F.S., deleting provisions establishing the Florida Virtual Campus; establishing the Florida Library Automation Cooperative; providing duties of the cooperative; providing that the University of West Florida shall hire a director for the cooperative, who shall report to the director of the Complete Florida Plus Program; providing duties of the director; providing reporting requirements for the University of West Florida.

Section 8. Amends s. 1006.735, F.S., creating the Complete Florida Plus Program at the University of West Florida; providing purpose; establishing the Complete Florida Degree Initiative; providing implementation and requirements for the initiative; authorizing the program to develop and manage a catalog of distance learning courses; providing catalog requirements; authorizing the program to make online support and services available to postsecondary students; providing requirements for such support and services; providing that the program shall make a statewide advising service available to all postsecondary students; providing requirements for the advising service; providing that the program shall support a K-20 career and education planning system and interface the statewide advising service with state university advising systems; transferring records, personnel, property, and other assets and liabilities of the Florida Virtual Campus to the University of West Florida; providing that the University of West Florida is the successor in interest to the Florida Virtual School; requiring the University of West Florida to submit an annual report to the Legislature regarding the program.

Section 9. Amends s. 1007.01, F.S., providing that the Articulation Coordinating Committee shall make recommendations to the Legislature regarding the development of an online system for analyzing student credit transfers; providing requirements for the system; providing that the committee shall review proposals for industry certifications; providing that the Chancellor of Career and Adult Education must provide certain articulation recommendations to the committee within a specified period.

Section 10. Amends s. 1007.27, F.S., to correct a cross reference.

Section 11. Amends s. 1009.23, F.S., to correct a cross reference.

Section 12. Amends s. 1009.24, F.S., to correct a cross reference.

Section 13. Transfers all records, personnel, property, pending issues, and unexpended balances of appropriations, allocations, and other funds of the FLVC to the UWF; provides specifications relating to current contracts and service agreements; establishes a transition period between the effective date of the act and December 31, 2014, and directs the Board of Governors, on behalf of the UWF, to develop and submit to the Legislative Budget Commission a budget amendment that includes a transition plan for absorbing the transfer of FLVC resources to the UWF.

Section 14. Provides an effective date of July 1, 2014.

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:

The bill directs the Board of Governors, on behalf of the UWF, to develop and submit to the Legislative Budget Commission a budget amendment that includes a transition plan for absorbing the transfer of FLVC resources to the UWF. Upon approval of the amendment, \$22,945,044 will be transferred to UWF.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the State Board of Education to establish in rule minimum standards for a district digital classrooms system.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES