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# **PreK-12 Appropriations Committee**

Tuesday, March 24, 2009  
3:00 p.m.  
404 House Office Building

## **Action Packet**

# COMMITTEE MEETING REPORT

## PreK-12 Appropriations Committee

3/24/2009 3:00:00PM

**Location:** 404 HOB

### Summary:

#### PreK-12 Appropriations Committee

*Tuesday March 24, 2009 03:00 pm*

CS/HB 1293 Favorable

Yeas: 5 Nays: 3

CS/HB 1377 Favorable

Yeas: 7 Nays: 0

Committee meeting was reported out: Tuesday, March 24, 2009 5:30:14PM

# COMMITTEE MEETING REPORT

## PreK-12 Appropriations Committee

3/24/2009 3:00:00PM

Location: 404 HOB

### Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Anitere Flores (Chair)	X		
Janet Adkins	X		
Dwight Bullard	X		
Gwyndolen Clarke-Reed	X		
Kurt Kelly	X		
Martin Kiar	X		
John Legg			X
Kelli Stargel	X		
Michael Weinstein	X		
<b>Totals:</b>	<b>8</b>	<b>0</b>	<b>1</b>

Committee meeting was reported out: Tuesday, March 24, 2009 5:30:14PM



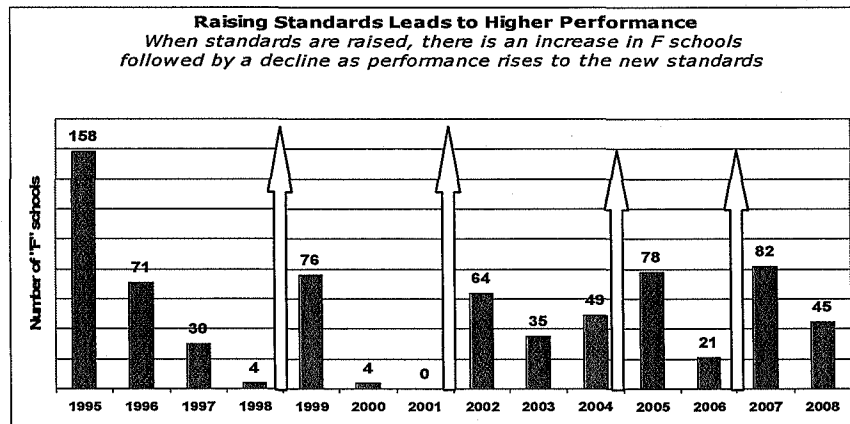
**The Foundation for Florida's Future  
SUPPORTS**

**CS/HB 1293 Relating to Graduation Requirements**

The Foundation asks that you vote **YES** on **CS/HB 1293** by Rep. Fresen in the Pre K-12 Appropriations Committee on March 24<sup>th</sup>. To provide for our state's future economic growth, the **21st Century Diploma Initiative** raises high school graduation standards to ensure Florida's students are prepared to compete in the global marketplace. Higher standards better prepare students for college, saving the state significant dollars in college remediation.

Despite a recent overall ranking of tenth in the nation for quality of education by the highly respected annual report card issued by *Education Week*, Florida failed in the category of "college readiness," scoring an F with an abysmal 50 out of 100 points. The 21st Century Diploma Initiative features measures to increase graduation requirements to ensure our students are ready for college and the workforce.

**Every time** Florida raises standards, there is a small initial increase in student declines, followed by dramatic increases in student achievement – evidence that our students are not only able to meet higher demands, but excel when standards are raised.



National research is clear: more challenging, college and career-aligned high school classes lead to continued success:

- 68% of non-college students who took Algebra II or higher say they are prepared for the math they face at work.
- 84% of individuals with highly paid highly paid professional jobs took Algebra II or higher.

Currently, a student can meet the requirements for high school graduation and not meet the minimum college admissions requirements for **any** state university.

When we raise the bar, more students work to meet the higher standards. Since adding Algebra I and the more challenging 10th grade FCAT to graduation requirements, **more** Florida students are graduating and receiving a diploma than when algebra I was not required and the exit exam was just an 8<sup>th</sup> grade level test.

"Let's challenge our states to adopt world-class standards that will bring our curriculums to the 21st century"  
- President Barack Obama

**21<sup>st</sup> Century Diploma Initiative**

- **Raising Math and Science Standards:** The legislation raises the standard diploma requirements to new **21<sup>st</sup> Century Diploma graduation requirements**. Starting in two school years, freshmen in the class of 2014 will be required to take Algebra I **plus** geometry for two out of their four math courses. Additionally, Biology I will be required as one of their three courses in science. In four years, freshmen in the class of 2016 will be required to take Algebra I, geometry, **plus** Algebra II as three of their four required math courses. For science, students will be required to take Biology I **plus** chemistry as two of their three courses.
- **Raising the Bar for Graduation:** The bill requires students receive a grade-level score on the state assessment to graduate. Right now, a student can graduate high school with a **below grade-level** score on the test.
- **Enhancing Bright Futures:** The bill aligns Bright Futures Scholarships with the 21<sup>st</sup> Century Diploma requirements. To make the Bright Futures program a little brighter, the legislation ensures scholarship recipients are prepared to succeed at Florida universities and colleges.

Your support of our legislative priorities will be reflected in the grade you earn on Florida's Education Report Card to be released following the 2009 Legislative Session. If you have any questions, please contact Adam Peshek, Policy Analyst, at (850) 298-8571 or adam@afloridapromise.org.

[www.afloridapromise.org](http://www.afloridapromise.org)

P.O. Box 10691 · Tallahassee, Florida 32302 · (850) 391-3070 · (786) 664-1794 fax

# COMMITTEE MEETING REPORT

## PreK-12 Appropriations Committee

3/24/2009 3:00:00PM

Location: 404 HOB

CS/HB 1293 : High School Graduation

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Dwight Bullard		X			
Gwyndolen Clarke-Reed		X			
Kurt Kelly	X				
Martin Kiar		X			
John Legg			X		
Kelli Stargel	X				
Michael Weinstein	X				
Anitere Flores (Chair)	X				
<b>Total Yeas: 5</b>		<b>Total Nays: 3</b>			

### Appearances:

HB 1293

Gabe Sheheane, Gov't Affairs (Lobbyist) - Proponent

Florida Chamber of Commerce

136 South Bronough Street

Tallahassee FL 32301

Phone: (850) 521-1251

HB 1293

Stacy Webb (Lobbyist) - Proponent

Associated Industries of Florida

120 South Monroe Street

Tallahassee FL 32301

Phone: (850) 224-7173

HB 1293

John Cerra (Lobbyist) - Proponent

Florida League of International Baccalaureate Schools

206 South Monroe Street

Tallahassee FL 32301

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### Diploma Requirements

	Current Law Standard Diploma Requirements  (2011 graduating class)	2010-2011 Standard Diploma Requirements  (2014 graduating class)	2012-2013 Standard Diploma Requirements  (2016 graduating class)
<b>English</b>	4 credits Major concentration in composition, reading for information, and literature.	4 credits Same as current law	4 credits Same as current law
<b>Math</b>	4 credits Algebra I <u>or</u> higher level math	4 credits Algebra I <u>and</u> Geometry	4 credits: Algebra I, <u>Geometry</u> , Algebra II
<b>Science</b>	3 credits Two must have a laboratory component.	3 credits At least one class in each: <ul style="list-style-type: none"> <li>▪ Biology I</li> <li>▪ Physical Science</li> <li>▪ Other high level science</li> </ul> At least two must have a lab component.	3 credits At least one class in each: <ul style="list-style-type: none"> <li>▪ Biology I</li> <li>▪ Chemistry</li> <li>▪ Other high level science</li> </ul> At least two must have a lab component.
<b>Social Studies</b>	3 credits <ul style="list-style-type: none"> <li>▪ one credit American history</li> <li>▪ one credit world history</li> <li>▪ one-half credit in economics</li> <li>▪ one-half credit in American government</li> </ul>	3 credits Same as current law	3 credits Same as current law
<b>Fine/Performing Arts</b>	1 credit Performing arts, speech and debate, or practical arts course	1 credit Same as current law	1 credit Same as current law
<b>Physical Education with Health</b>	1 credit Integrated with health	1 credit Same as current law	1 credit Same as current law
<b>Electives</b>	8 credits	8 credits	8 credits
<b>Total</b>	24 credits	24 credits	24 credits

				<b>Total Test Scores % in Achievement Level</b>
	<b>Grade</b>	<b>Year</b>	<b>Group Name</b>	<b>≥3</b>
<b>STATE - GRADE 10</b>	10	2000	Total Students	51
<b>STATE - GRADE 10</b>	10	2001	Total Students	59
<b>STATE - GRADE 10</b>	10	2002	Total Students	60
<b>STATE - GRADE 10</b>	10	2003	Total Students	61
<b>STATE - GRADE 10</b>	10	2004	Total Students	63
<b>STATE - GRADE 10</b>	10	2005	Total Students	63
<b>STATE - GRADE 10</b>	10	2006	Total Students	65
<b>STATE - GRADE 10</b>	10	2007	Total Students	65
<b>STATE - GRADE 10</b>	10	2008	Total Students	69

Source: Florida Department of Education

<https://app1.fldoe.org/FCATDemographics/Selections.aspx?level=State&subj=Math>

# COMMITTEE MEETING REPORT

## PreK-12 Appropriations Committee

3/24/2009 3:00:00PM

Location: 404 HOB

CS/HB 1377 : Supplemental Educational Services

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Kurt Kelly	X				
Martin Klar	X				
John Legg			X		
Kelli Stargel	X				
Michael Weinstein			X		
Anitere Flores (Chair)	X				
<b>Total Yeas: 7</b>		<b>Total Nays: 0</b>			

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# COMMITTEE MEETING REPORT

## PreK-12 Appropriations Committee

3/24/2009 3:00:00PM

**Location:** 404 HOB

### Workshop

#### Budget Workshop

#### Appearances:

Dr. Robert Perinchief, Teacher (State Employee) - Information Only

Public School Funding

*Marion Count Public Schools*

PO Box 395

Silver Springs FL 34489

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March 24, 2008

*A commentary given to the K-12 Subcommittee on Appropriations of the Florida Legislature, by Dr. Robert Perinchief, Music Specialist at Evergreen Elementary School, Ocala, Marion County on this date:*

Good afternoon. Thank you for permitting me to speak. I am Dr. Robert Perinchief – known to 600 of our students at Evergreen Elementary School, Marion County as Dr. Bob.

The current national/world financial crisis, as we all know, has created severe threats to established institutions which we all respect – none more so than education. Deep cuts to all levels of staffing in our schools raise the prospect of long lasting scars to people and programs. I have watched such threats to art and music education positions across my more than fifty years, first as a public school music specialist, then as professor of music education, and now as a music specialist in Marion County school district. I am convinced that when cuts are made in these areas, supposedly on a short-term basis, the trail of un-refilled positions has been long-term. In the 1960's, California leaders mandated Foreign Language/Elementary Schools, or FLES – without lengthening the school day. In 1978, also in California, Proposition 13 was passed – a new formula cap on real estate taxes. That double whammy resulted in the loss of thousands of teaching positions in art and music education throughout that state. The impact lasted for the next two decades. That is the issue I want to address. If it is in the cards for you to consider short-term budget cuts affecting and including teaching positions in art and music, please realize that you might be creating very long-term vacancies in those areas.

I don't teach to FCAT. Teachers in art and music don't face that daunting responsibility. What I do face is the multi-year relationship with hundreds of kids who usually spend just one year with their homeroom teachers. We teachers in the arts have a unique opportunity to foster the growth of kids for up to six years of their lives – kindergarten through fifth grade. And our special areas reach kids in ways that math and science cannot – their hearts and souls, if you will.

Late last school year, as a second grade class filed into my teaching station, one young girl held back – incidentally, and only incidentally, of an ethnicity other than mine. She stopped, tugged at my arm, looked up at me, and asked, quietly, "Can I go home with you?" It was with some difficulty that I walked to the front of the room, composed myself, and began the lesson.

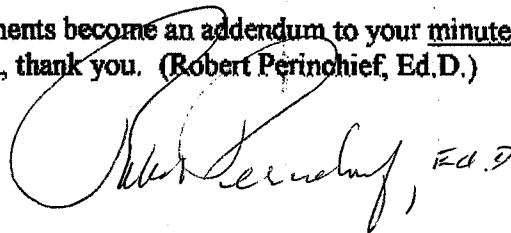
Some of us in the arts feel compelled to justify our field of expertise through ways in which art and music complement science, math, and, more profoundly, social studies. I have made that argument. But I have also confronted a principal, many, many years ago, with the question, "But Marty, don't you want me to be passionate about my discipline on its own merits, independent of its correlation with these others? I submit that both arguments have great merit.

In spite of my outward appearance, I was not present at Gettysburg, when President Lincoln gave his powerful speech. But I was in Washington, as part of a "minority" among a quarter of a million of us, in that famous March on Washington in 1963. I shared Dr. Martin Luther King's dream, back then, and it echoes now, in the aftermath of current events. I have my own dream. It is that that little girl, and others, will still be part of my life when she is in fifth grade, perhaps beyond.

The experience in art classes can be primarily an individual child's development, while the classroom experience in music can be primarily a collective development. Please consider, over the months – perhaps years – ahead, that you as legislators in fact will impact the lives of our children. Please consider the profound power of the arts – for texture, form, shape, color, design, rhythm, melody, harmony, style, -- to enrich the future of these children and their children, generations from now.

I am the eternal optimist. But not in 53 years in teaching have I been so pessimistic regarding the status of funding for education – and its fall-out – as I am now. I predict that if education in the arts realizes eviscerating cuts in teaching positions, teaching time, and programs, your children, your grandchildren, and your great-grandchildren will be cheated for decades to come. I do not like to be proven wrong. I will gladly take all of your chastising if I am proven wrong. I have never so wanted to be proven wrong. Please take that as a dare. This is, in fact, on your shoulders.

And may I request that my comments become an addendum to your minutes of your deliberations on this date. Again, thank you. (Robert Perinchief, Ed.D.)

A handwritten signature in cursive script, reading "Robert Perinchief, Ed.D.", written in dark ink. The signature is fluid and somewhat stylized, with a large loop at the beginning of the name.