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# **Choice & Innovation Subcommittee**

**Wednesday, March 27, 2013**

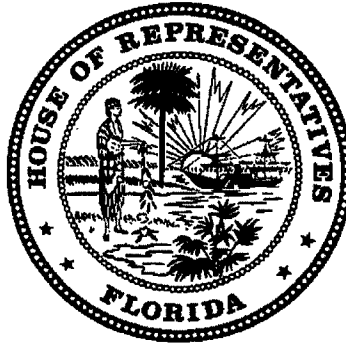
**4:30 PM – 6:00 PM**

**306 HOB**

**Meeting Packet**

**Will Weatherford  
Speaker**

**Michael Bileca  
Chair**



## AGENDA

Choice & Innovation Subcommittee  
Wednesday, March 27, 2013  
4:30 p.m. – 6:00 p.m.  
306 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Consideration of the following bill:
  - HB 1401 Reigniting Education Achievement with Coordinated Help Pilot Program by Rangel
- IV. Workshop on Funding for Non-Profit Public Charter Schools
- V. Closing Remarks and Adjournment

# Committee Meeting Notice

## HOUSE OF REPRESENTATIVES

### Choice & Innovation Subcommittee

**Start Date and Time:** Wednesday, March 27, 2013 04:30 pm  
**End Date and Time:** Wednesday, March 27, 2013 06:00 pm  
**Location:** 306 HOB  
**Duration:** 1.50 hrs

**Consideration of the following bill(s):**

HB 1401 Reigniting Education Achievement with Coordinated Help Pilot Program by Rangel

Workshop on Funding for Non-Profit Public Charter Schools

Pursuant to rule 7.12, the deadline for amendments to bill(s) on the agenda by a member who is not a member of the subcommittee shall be 6:00 pm, Tuesday, March 26, 2013.

By request of the Chair, all subcommittee members are asked to have amendments to bill(s) on the agenda submitted by 6:00 pm, Tuesday, March 26, 2013.

**NOTICE FINALIZED on 03/25/2013 16:13 by Wright.Kaley**



HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 1401 Reigniting Education Achievement with Coordinated Help Pilot Program  
**SPONSOR(S):** Rangel and others  
**TIED BILLS:** IDEN./SIM. **BILLS:** SB 1326

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Choice & Innovation Subcommittee		Ammel <i>JA</i>	Fudge <i>GF</i>
2) Education Appropriations Subcommittee			
3) Education Committee			

**SUMMARY ANALYSIS**

The bill requires the Department of Education to implement a 4-year Reigniting Education Achievement with Coordinated Help (REACH) Pilot Program in three to five of the state's lowest-performing traditional public schools beginning in the 2013-14 school year. The schools must have a large population of low-income, at-risk students. Schools must submit a letter of interest to the Commissioner of Education by July 15, 2013.

The program shall consist of public-private partnerships that will supply students with "wrap-around services", including, but not limited to, tutorial and after-school programs, student counseling, nutrition education, health and dental services, parental counseling, and adult education. The bill requires the program to provide parents with skills and opportunities to become involved in their children's education to help them succeed.

The schools are required to report specific information regarding student progress, costs and benefits. The Department of Education is required to, at the conclusion of the pilot program, submit a report to the President of the Senate and the Speaker of the House of Representatives that will include a review of the program including successful practices, the impact on student performance and success, and a recommendation for continuing or terminating the program.

The bill requires the program to be based on research-driven elements that lead to particular student successes, but does not identify any specific research.

The bill did not specifically request funding, therefore, the fiscal impact is unknown at this time. *See Fiscal Comments.*

The bill provides an effective date of July 1, 2013.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### Present Situation

##### *Differentiated Accountability*

In 2012, the Legislature revised Florida's school accountability system to comply with the federal Elementary and Secondary Education Act (ESEA), its implementing regulations, and the ESEA flexibility waiver approved for Florida by the Secretary of Education.<sup>1</sup> It required the Department of Education, beginning with the 2011-12 school year, to identify each public school in need of intervention and support to improve student academic achievement. Schools earning a school grade of "D" or "F" are schools in need of intervention and support.<sup>2</sup> The State Board of Education was required to adopt, in rule, a differentiated matrix of intervention and support strategies that defined the strategies and the roles for the department and the board.<sup>3</sup> The state board shall apply the most intense intervention and support strategies to schools earning an "F". In the first full school year after a school initially earns a grade of "F", the school district must: implement intervention and support strategies as outlined in rule; select a turn-around option; and submit a plan for implementing the turnaround option to the department for state board approval. The school district may select one of the following turnaround options:

- Convert the school to a district-managed turnaround school;
- Reassign students to another school and monitor the progress of each reassigned student;
- Close the school and reopen it as one or more charter schools, each with a governing board with a demonstrated record of effectiveness;
- Contract with an outside entity that has a demonstrated record of effectiveness to operate the school; or
- Implement a hybrid of turnaround options set forth in subparagraphs 1.-4. or other turnaround models that have a demonstrated record of excellence.

A school earning a grade of "F" has one planning year followed by 2 full school years to implement the turnaround option approved by the state board. Implementation of the turnaround option is no longer required if the school improves by at least one letter grade.<sup>4</sup> The school must continue to implement strategies identified in its school improvement plan pursuant to s. 1001.42(18)(a), F.S., and the department must annually review the school's implementation of the plan for 3 years.<sup>5</sup> If a school earning a grade of "F" does not improve by at least one letter grade after 2 full school years of implementing the turnaround option selected by the school district, the school district must submit another implementation plan to the department for approval by the State Board of Education.<sup>6</sup>

##### *Family and School Partnership for Student Achievement Act*

In 2003, the Legislature passed the Family and School Partnership for Student Achievement Act to provide parents with specific information about their child's educational progress, comprehensive information about their choices and opportunities for involvement in their child's education, and to

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<sup>1</sup> Section 6, ch. 2012-194, L.O.F.

<sup>2</sup> Section 1008.33(3)(b), F.S.

<sup>3</sup> Section 1008.33(3)(c), F.S.

<sup>4</sup> Section 1008.33(4)(c), F.S.

<sup>5</sup> 1008.33(4)(d), F.S.

<sup>6</sup> 1008.33(4)(e), F.S.

provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel.<sup>7</sup>

The Department of Education must develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child's educational progress and how they can help their child to succeed in school. The guidelines shall include, but not be limited to:

- Services available for parents and their children, such as family literacy services; mentoring, tutorial, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs;
- Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, dual enrollment, advanced placement, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education, Florida Virtual High School courses, and accelerated access to postsecondary education;
- Resources for information on student health and other available resources for parents.<sup>8</sup>

Each district school board shall adopt rules that strengthen the family involvement and family empowerment. The rules shall be developed in collaboration with parents, school administrators, teachers, and community partners, and shall address:

- Parental choices and responsibilities;
- Links with community services;
- Opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs; and
- Opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities.<sup>9</sup>

Additionally, each school district is required to establish and maintain a school health advisory committee and school health services plan. As of July 1, 2006, membership must include representatives from all eight component areas of the Coordinated School Health Model as identified by the Centers for Disease Prevention and Control (CDC). The components of this model include: (1) health education, (2) physical education, (3) nutrition, (4) school health services, (5) guidance, psychological, and social services, (6) healthy school environment, (7) staff wellness, and (8) family and community involvement.<sup>10</sup>

### Effect of Proposed Changes

The bill requires the Department of Education to implement a 4-year Reigniting Education Achievement with Coordinated Help (REACH) Pilot Program in three to five of the state's lowest-performing traditional public schools with a large population of low-income, at-risk students beginning in the 2013-14 school year. Schools must submit a letter of interest to the Commissioner of Education by July 15, 2013.

The program shall consist of public-private partnerships that will supply students with "wrap-around services", including, but not limited to, tutorial and after-school programs, student counseling, nutrition education, health and dental services, parental counseling, and adult education. The program must focus on improving academic achievement using a holistic approach that will help students develop

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<sup>7</sup> s. 2, ch. 2003-118, L.O.F.

<sup>8</sup> Section 1002.23(2), F.S.

<sup>9</sup> Section 1002.23(5), F.S.

<sup>10</sup> Section 381.0056(5)(a), F.S.

strong literacy and mathematical skills as well as qualities of responsibility, self-control, attention, and cooperation.

The program shall provide parents with skills and opportunities to become involved in their children's education and help their children succeed. The program must be based on the following research-driven elements that lead to student success:

- Improving student achievement and learning,
- Leveraging community assets and improving school and community collaboration,
- Improving staff capacity and effectiveness, and
- Developing family and community partnerships.

The bill requires the school to implement the program as follows:

- Year 1 – build partnerships with the school district, local teachers union, parents, social service agencies, medical and dental professionals, community and civic groups, and businesses; plan services; advertise the program; establish baseline date; begin offering services; and report costs and benefits.
- Year 2 – 4 – continue partnerships; seek input and refine services; continue offering services; monitor the academic, health, and nutritional progress of students and families; and report progress, costs, and benefits.

The bill requires the Department of Education to submit, at the conclusion of the pilot program, a report to the President of the Senate and the Speaker of the House of Representatives, a review of the program including successful practices, the impact on student performance and success, and a recommendation for continuing or terminating the program

The bill provides rulemaking authority to the department to implement this program.

#### B. SECTION DIRECTORY:

**Section 1.** Creates the Reigniting Education Achievement with Coordinated Help (REACH) Pilot Program; requiring the Department of Education to implement the pilot program as a public-private partnership in low-performing public schools; specifying services to be offered with the goal of improving student academic achievement; providing requirements for implementation of the program; requiring the department to submit a report to the Legislature at the conclusion of the program.

**Section 2.** Provides an effective date of July 1, 2013.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

#### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

Unknown.



**B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:  
None.

2. Expenditures:  
Unknown.

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

None.

**D. FISCAL COMMENTS:**

The bill does not specifically request funds for this program, therefore, a fiscal impact is unknown at this time.

**III. COMMENTS**

**A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision:

Not applicable. The bill does not appear to have an impact on local or county governments.

2. Other:

None.

**B. RULE-MAKING AUTHORITY:**

The bill provides rulemaking authority to the Department of Education to implement this program.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

The bill includes parental counseling and adult education in wrap-around services to students, rather than parents.

The bill does not address the criteria by which a school will be approved to participate in the program, the necessity to be approved to implement such services, or if there is any additional funding to operate the pilot program.

**IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES**

1 A bill to be entitled  
 2 An act relating to the Reigniting Education  
 3 Achievement with Coordinated Help (REACH) Pilot  
 4 Program; requiring the Department of Education to  
 5 implement the pilot program as a public-private  
 6 partnership in low-performing public schools;  
 7 specifying services to be offered with the goal of  
 8 improving student academic achievement; providing  
 9 requirements for implementation of the program;  
 10 requiring the department to submit a report to the  
 11 Legislature at the conclusion of the program;  
 12 providing an effective date.

13  
 14 Be It Enacted by the Legislature of the State of Florida:

15  
 16 Section 1. Reigniting Education Achievement with  
 17 Coordinated Help (REACH) Pilot Program.—

18 (1) The Department of Education shall implement a 4-year  
 19 Reigniting Education Achievement with Coordinated Help (REACH)  
 20 Pilot Program in three to five of the state's lowest-performing  
 21 traditional public schools with a large population of low-  
 22 income, at-risk students beginning in the 2013-2014 school year.  
 23 The Commissioner of Education shall establish criteria for  
 24 participation in the program, including the school, health, and  
 25 community services to be offered. A school interested in  
 26 participating in the program shall submit a letter of interest  
 27 to the Commissioner of Education by July 15, 2013.

28 (2) The program shall consist of a public-private

29 partnership to supply "wrap-around services" to students  
 30 attending the schools, including, but not limited to, tutorial  
 31 and after-school programs, student counseling, nutrition  
 32 education, health and dental services, parental counseling, and  
 33 adult education.

34 (3) The program shall focus attention on improving  
 35 academic achievement through a holistic approach through which  
 36 students receive the academic, medical, nutritional, and social  
 37 supports they need to develop strong literacy and mathematical  
 38 skills, as well as the qualities of responsibility, self-  
 39 control, attention, and cooperation. The program shall make  
 40 available support services that encourage healthy family  
 41 dynamics and home-school connections by providing parents with  
 42 skills and opportunities to get involved in their children's  
 43 education and help their children succeed in school. The program  
 44 shall be based on the following research-driven elements that  
 45 lead to student success: improving student achievement and  
 46 learning, leveraging community assets and improving school and  
 47 community collaboration, improving staff capacity and  
 48 effectiveness, and developing family and community partnerships.

49 (4) The program shall be implemented as follows:

50 (a) During the first year of operation, a school shall  
 51 build partnerships which include the school district, the local  
 52 teachers union, parents, social service agencies, medical and  
 53 dental professionals, community and civic groups, and  
 54 businesses; plan services; advertise the program; establish  
 55 baseline data; begin offering the services; and report costs and  
 56 benefits.

57 (b) During the second, third, and fourth years of  
58 operation, a school shall continue partnerships; seek input and  
59 refine services; continue offering the services; monitor the  
60 academic, health, and nutritional progress of students and  
61 families; and report progress, costs, and benefits.

62 (5) At the conclusion of the pilot program, the Department  
63 of Education shall submit to the President of the Senate and the  
64 Speaker of the House of Representatives a review of the program,  
65 which includes successful practices and the impact on student  
66 performance and success, and make a recommendation for  
67 continuing or terminating the program.

68 (6) The State Board of Education shall adopt rules to  
69 implement this section.

70 Section 2. This act shall take effect July 1, 2013.



# **School Choice & Innovation Committee**



## **Workshop to discuss Equity in Funding for Nonprofit Public Charter Schools**

**March 27, 2013**

# **Nonprofit Public Charter Schools Are:**

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- Independent public schools that meet students' individual educational needs.
- Overseen by an independent governing board of volunteers who do not receive any pay for their service.
- Held accountable to state standards for academic performance and financial solvency.
  - Students take FCAT and end of course exams.
  - Charter Schools are audited annually by an independent CPA.

## How are Nonprofit Public Charter Schools Organized?

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- Florida Statutes require
  - “a charter school shall organize as, or be operated by, a nonprofit organization.”
  - “a charter school may be operated by a municipality or other public entity as provided for by law; ... as either a private or public employer a charter school may contract for services with an individual or group of individuals.”

Florida Statutes 1002.33(12)(i)



# **Nonprofit Public Charter School Facilities**

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- Public Education Capital Outlay (PECO) funds are used for
  - Maintenance,
  - Repair,
  - Renovation, and
  - Remodeling (Florida Statutes 1013.65).
- Charter Schools have several options to secure facilities. They can build using loans or bonds OR lease facilities.

# K-12 Public School Facility Funding Task Force

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- In 2012, the Legislature mandated the K-12 Public School Facility Funding Task Force. Purpose was to examine:
  - Public charter school and district facility funding needs
  - Facility utilization
  - Class size requirements
  - Existing and long term debt
  - Funding sources
- 11 member task force appointed by Governor, Speaker of the House and Senate President. Task force members represented all stakeholders - school districts, public charter schools; chaired by Florida DOE Deputy Commissioner.
- Key Finding in 292 page report: Suggested funding amount for 2012-13 public charter school capital outlay for facilities: \$93.8 million. Actual 2012-13 appropriation: \$55.2 million.

# Statistics

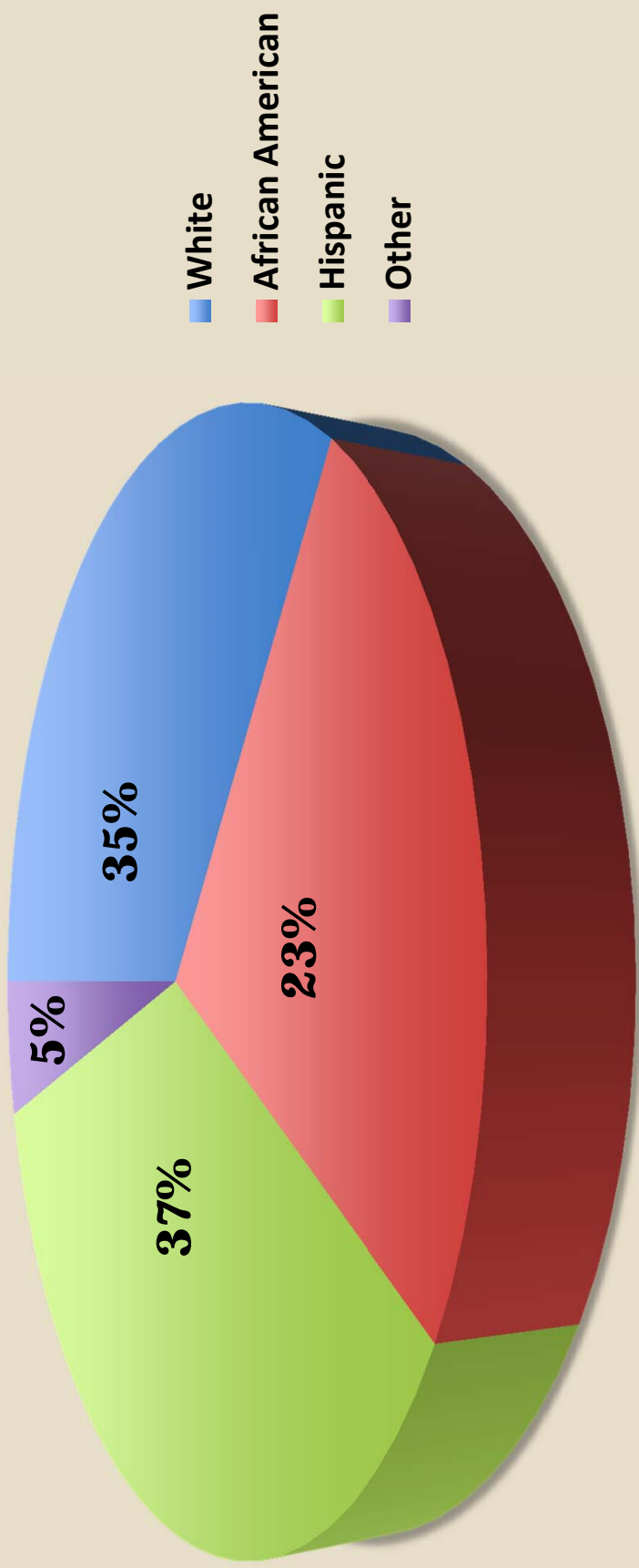
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- 579 public charter schools operate in 44 school districts and at two state universities.
- More than 203,000 students (approx. 7% of Florida's total public school population).
- 74% High Performing Schools
- 65% Minority Students
- 48% Free or Reduced Lunch Students
- 9% ESE Students

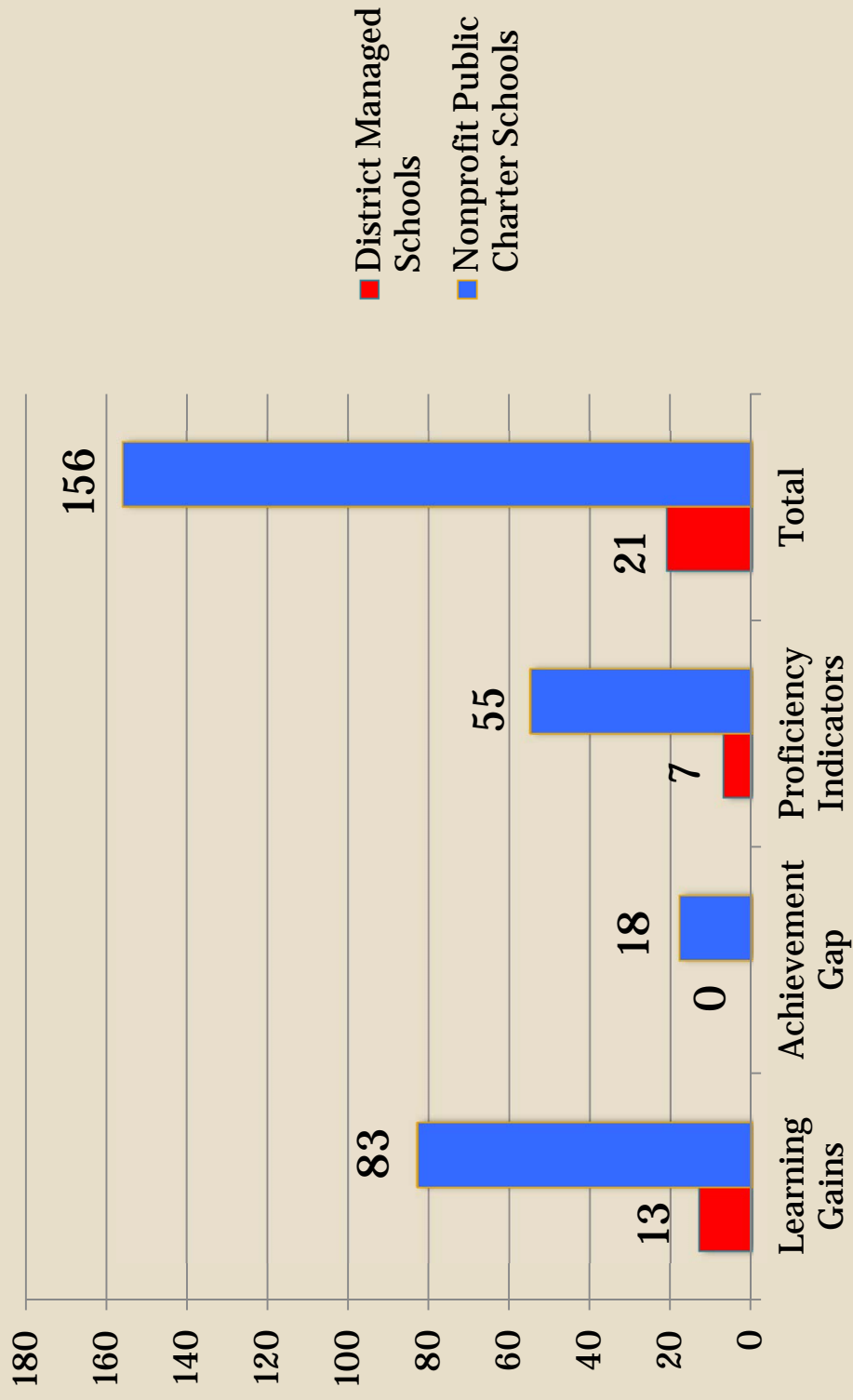
Source: Florida Department of Education

# Race/Ethnicity of 2012-13 Public Non Profit Charter School Students

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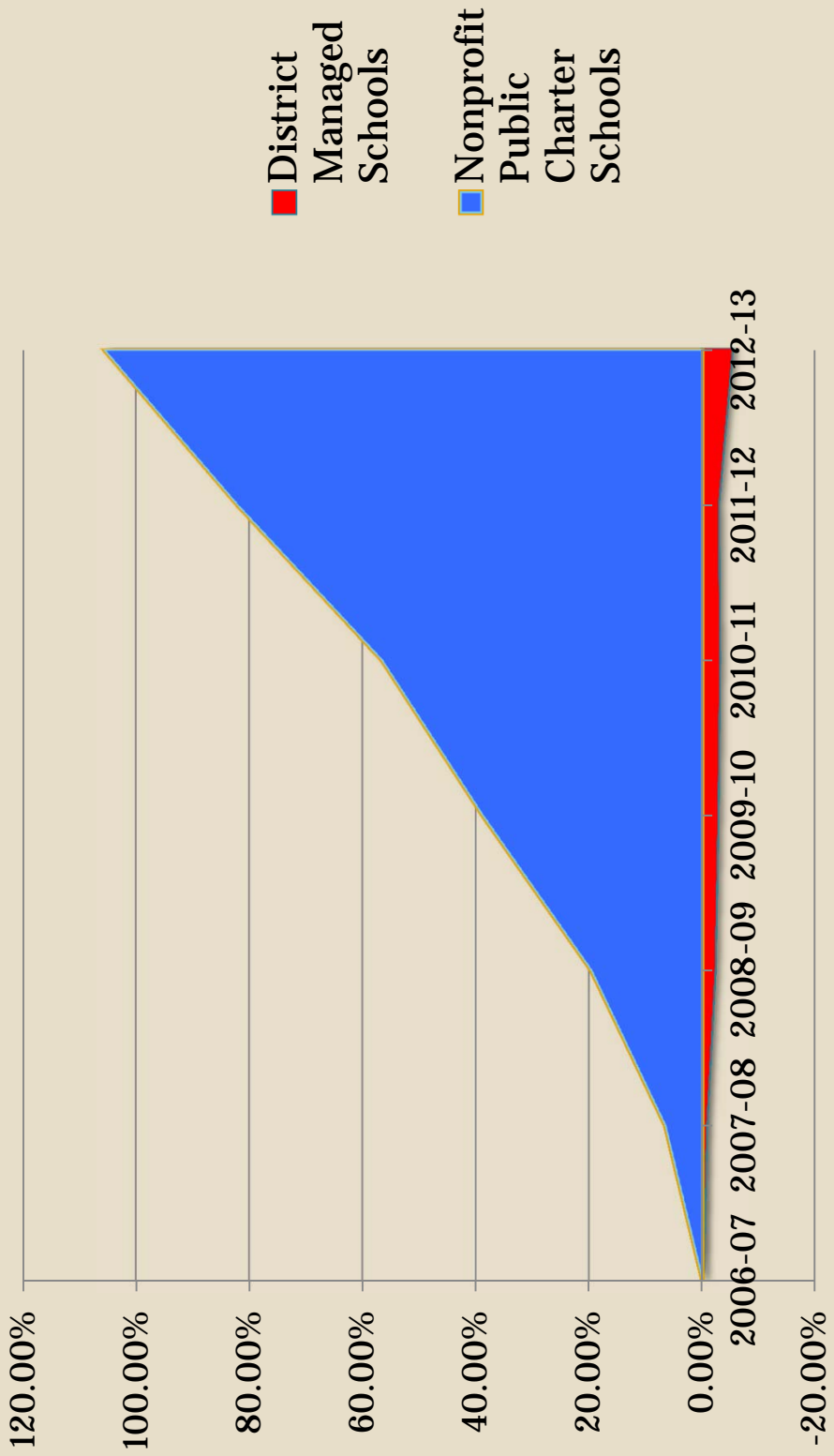


# DOE's 2012 Annual Student Achievement Report



# Public Nonprofit Charter School Change In Enrollment Since 2006-07

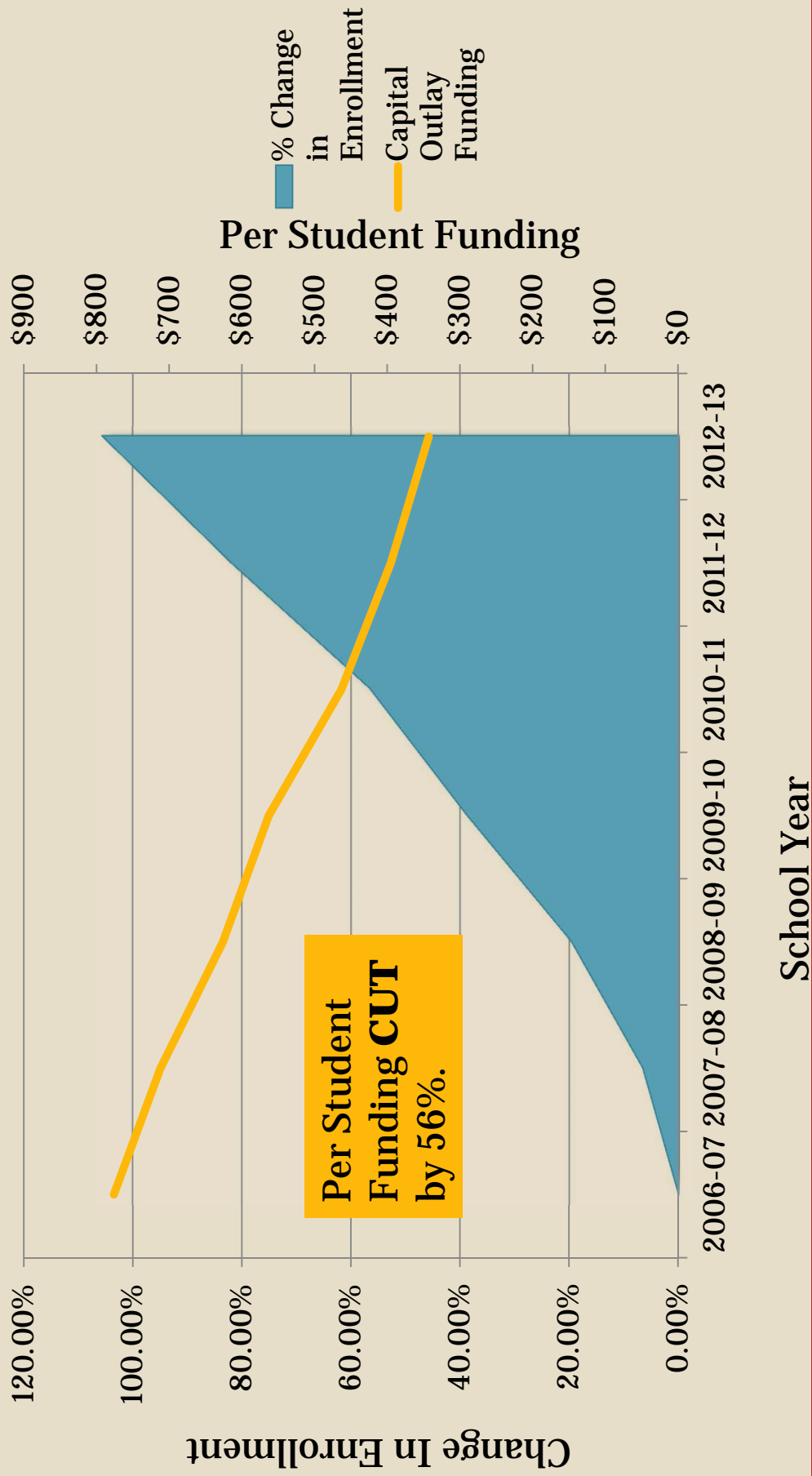
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# Change in Enrollment vs Public Nonprofit Charter School Capital Outlay

(Per Student State Avg.)

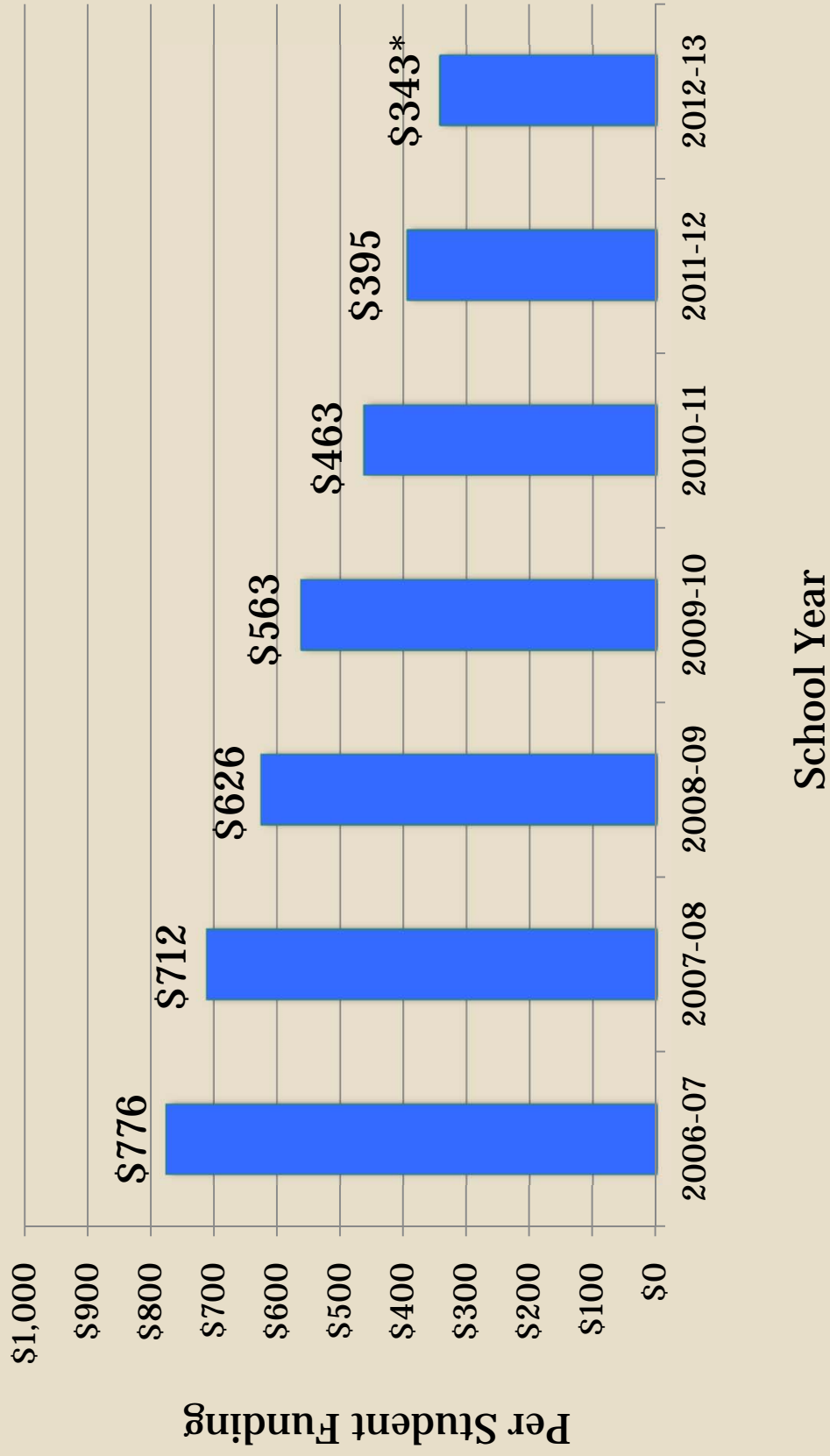
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# Capital Outlay Funding for Nonprofit Public Charter Schools

(Per Student (State Avg.))

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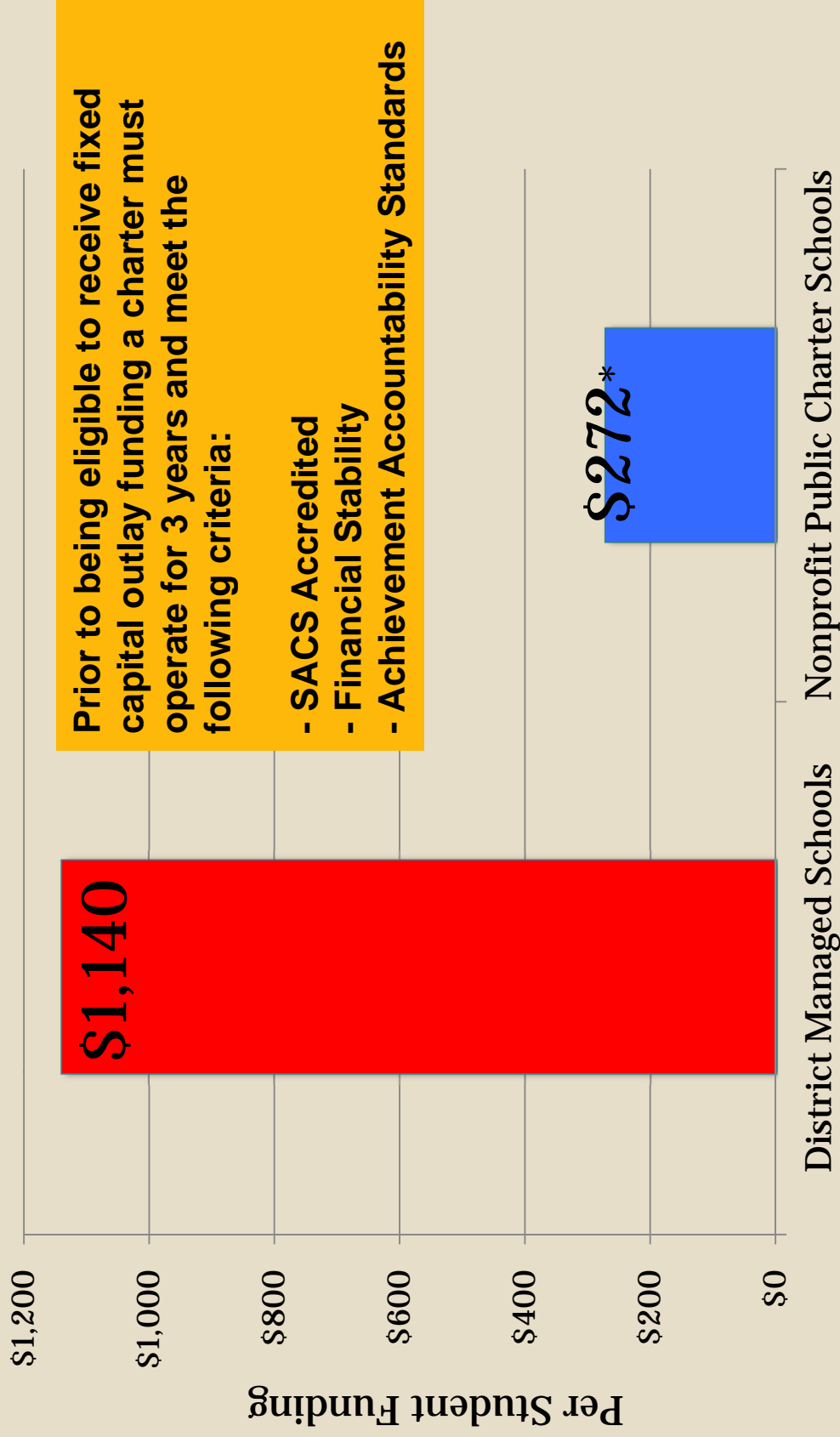
\* - Projected



# 2012-2013 Per Student Capital Outlay Comparison for District Managed vs Public Nonprofit Charter School

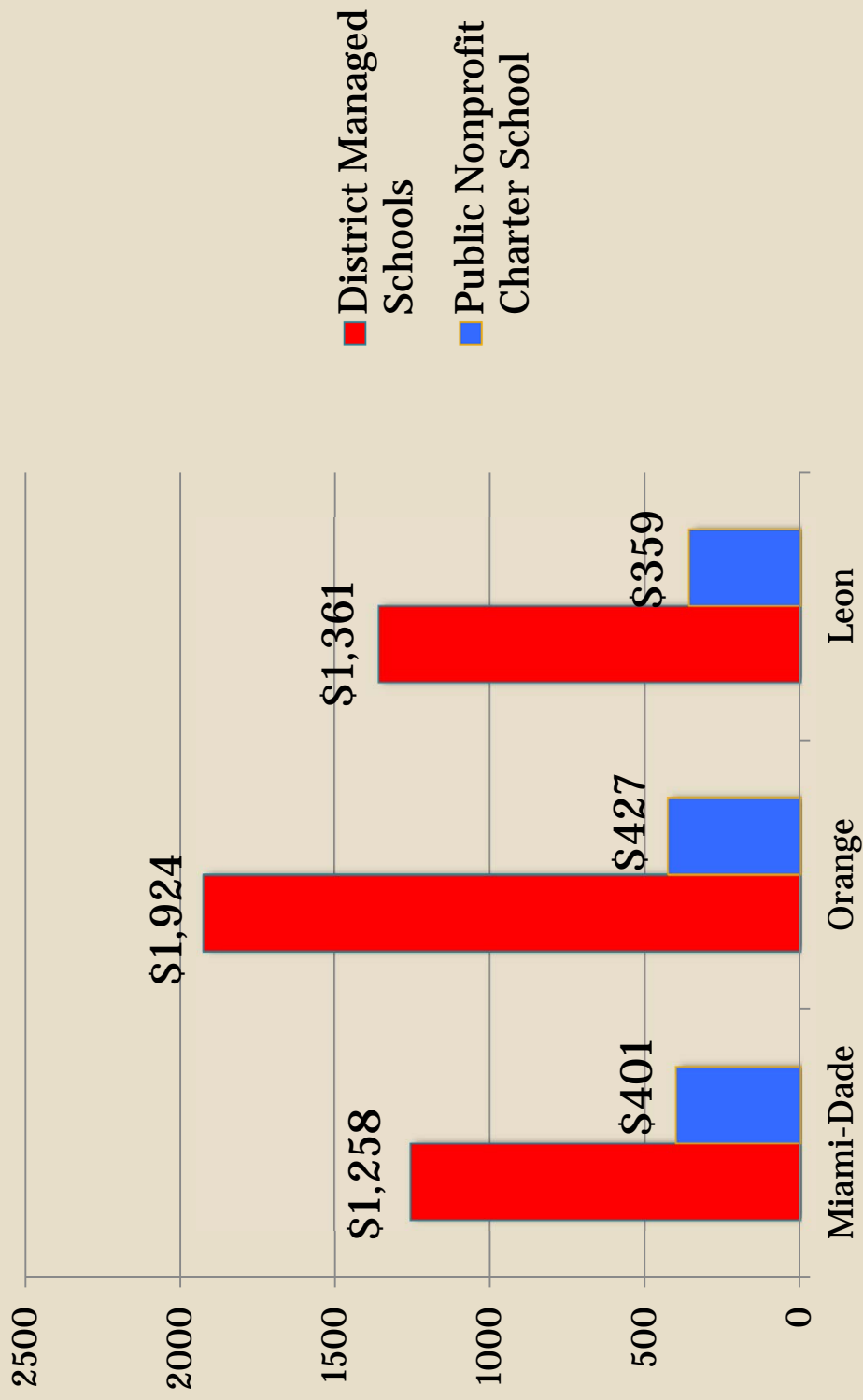
(All Students) State Avg.)

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# Comparison Of Local County vs Public Nonprofit Charter School Capital Outlay (2011-2012 Budget Year)

2012  
13 Budget Year



# Funding Inequity

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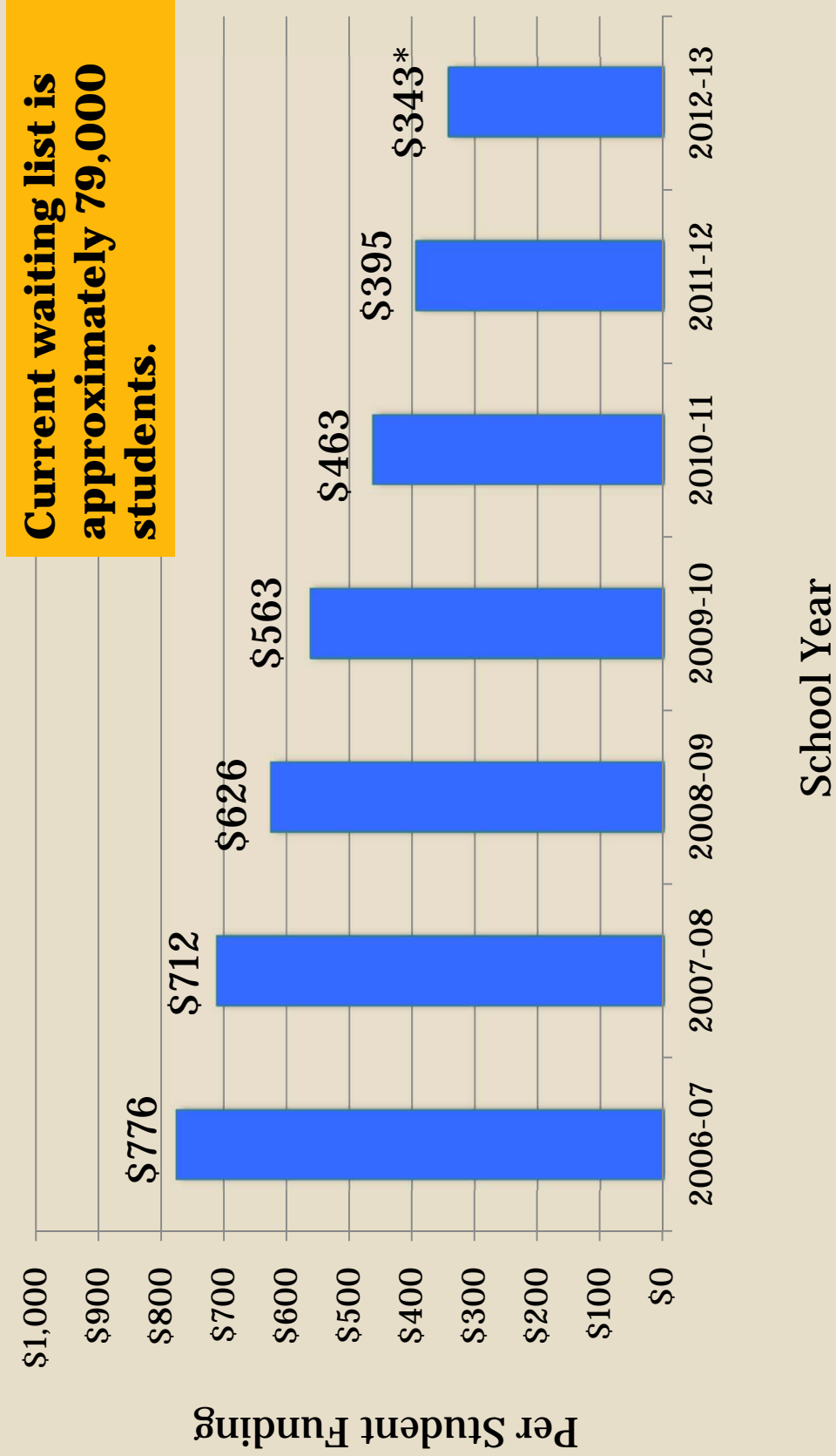
- District managed school students receive state (FEFP) and local funding (local property taxes and other locally education-directed funding sources). Statewide, school district *recurring* funding totals \$2.7 billion in tax revenue from local sources.
- Charter public schools have no direct access to local money and fewer than 5 school districts share local money for capital needs. Florida's 579 public charter schools receive only \$55.2 million in fixed capital outlay funding on a *nonrecurring* basis.

# How do we fix the Funding Inequity?

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- Florida needs a long term policy fix to implement Section 1013.62(5)(c), FS, which says, “A charter school’s allocation may not exceed 1/15<sup>th</sup> of the cost per student station” specified in s.1013.64(6)(b) which states:
  - \$17,952 elementary school cost per student station
  - \$19,386 middle school cost per student station
  - \$25,181 high school cost per student station
- Public Education Capital Outlay (PECO) dollar allocation looks dim for foreseeable future.
- School districts have to pay debt service on their existing bond debt so may be limited in their ability to assist in funding public charter schools.

# Current Trend ... Projected Forward



\* - Projected

# Projected Public Charter School Capital Outlay Funding With Current Trend

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