

Impact of 2012 Legislation
on
PK-12 Public School
Full-Time Equivalent (FTE)
Enrollment
and
Capital Outlay (CO) Full-Time
Equivalent (FTE) Enrollment

PK-12 Education Estimating Conference
May 9, 2012 and May 16, 2012

Table of Contents

Introduction	3
Summary Table of Proposed Impacts for FTE, Weighted FTE and CO FTE	3
Detailed Bill Discussion	6
1. CS/CS/HB 7063, Enrolled: Digital Learning	6
Florida Virtual School (FLVS) part-time kindergarten through grade three program	6
Part-time FLVS students in grade four and grade five	7
Eligibility requirements for FLVS grades 2-5 full-time program	9
Expansion of part-time grades nine through twelve district virtual instruction program to selected courses in kindergarten through grade eight	10
Eligibility requirements under s.1002.455, F.S	11
Online courses beyond the school day or year	13
Virtual instruction reporting	14
Florida Education Finance Program (FEFP) reporting	15
2. CS/CS/CS/HB 859, Enrolled: Florida Tax Credit Scholarship	17
3. HB 5001, Enrolled: General Appropriations & HB 5101, Enrolled: Conforming Bill	18
4. CS/CS/HB 7059, Enrolled: Acceleration Options	20
Accelerated graduation	20
Career-themed courses in high school	21
Career-themed courses in middle school	22
Dual Enrollment	23
Algebra I, Geometry, and Biology I end-of-course examination timelines	23
5. CS/SB 800, Enrolled: County Boundaries	25
6. CS/HB 7127, Enrolled: Education Accountability	26
Opportunity scholarships	26
Charter school closings	26

Introduction

Six bills enacted during the 2012 Legislative Session contain provisions that may impact full-time equivalent (FTE) student enrollment for the Florida Education Finance Program (FEFP) or for capital outlay (CO) FTE planning. All references to FTE in the discussion apply to FEFP FTE, unless otherwise specified. All impacts are the cumulative effects.

Effects without specific numerical estimates are described as follows:

Wording	Meaning
Indeterminate	The impact cannot be estimated as to level and direction.
Positive Indeterminate	The impact will be an increase that cannot be estimated.
Positive Insignificant	The impact will be an increase less than 100.
Negative Indeterminate	The impact will be a decrease that cannot be estimated.
Negative Insignificant	The impact will be a decrease less than 100.
0/Positive Indeterminate	The impact may be zero or it may be an increase that cannot be estimated.
0/ Negative Indeterminate	The impact may be zero or it may be a decrease that cannot be estimated.

Summary Table of Proposed Impacts for FTE, Weighted FTE and CO FTE

Summary Table of Proposed Impacts for FTE, Weighted FTE and CO FTE					
	FTE Impact				
		2012-13	2013-14	2014-15	2015-16
1.	CS/CS/HB 7063, Enrolled: Digital Learning				
	FLVS part-time K-3 program	474.74	949.48	1,424.22	1,898.96
	Part-time FLVS students in grades 4-5	Indeterminate	Indeterminate	Indeterminate	Indeterminate
	Eligibility requirements for FLVS grades 2-5 full-time program	360.00	522.00	626.00	673.00
	Expansion of part-time grades 9-12 district virtual instruction program to selected courses in KG through grade 8	0.00	0.00	0.00	0.00
	Eligibility requirements under s.1002.455, F.S.	176.00	299.00	394.00	461.00
	Online courses beyond the school day or year	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate

	Virtual Instruction Reporting	Shifts of FTE among school districts; no effect on state total FTE.			
	FEFP Reporting	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant
2.	CS/CS/CS/HB 859, Enrolled: Florida Tax Credit Scholarship	(2,100.00)	(2,544.00)	(2,969.00)	(3,533.00)
3.	HB 5001, Enrolled: General Appropriations HB 5101, Enrolled: Conforming Bill	0.00	0.00	0.00	0.00
4.	CS/CS/HB 7059, Enrolled: Acceleration Options				
	Accelerated graduation	0/Negative Indeterminate	0/Negative Indeterminate	0/Negative Indeterminate	0/Negative Indeterminate
	Career-themed courses in high school	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant
	Career-themed courses in middle schools	0.00	0.00	0.00	0.00
	Dual Enrollment	0.00	0.00	0.00	0.00
	Algebra I, Geometry and Biology I end-of-course examination timelines	0.00	Negative indeterminate	Negative indeterminate	Negative indeterminate
5.	CS/SB 800, Enrolled: County Boundaries	0.00	0.00	0.00	0.00
6.	CS/HB 7127, Enrolled: Education Accountability				
	Opportunity Scholarships	0.00	0.00	0.00	0.00
	Closing Charter Schools	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
Weighted FTE Impact					
		2012-13	2013-14	2014-15	2015-16
1.	CS/CS/HB 7063, Enrolled: Digital Learning for FEFP reporting issue	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate
3.	HB 5001, Enrolled: General Appropriations HB 5101, Enrolled: Conforming Bill	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate
4.	CS/CS/HB 7059, Enrolled: Acceleration Options				
	Accelerated graduation	0/Negative Indeterminate	0/Positive Indeterminate	0/Positive Indeterminate	0/Positive Indeterminate
	Career-themes courses in middle school	0.00	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate
CO Impact					
		2012-13	2013-14	2014-15	2015-16
1.	CS/CS/HB 7063, Enrolled: Digital Learning				
	FLVS part-time K-3	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

	Part-time FLVS students in grade 4-5	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant
	Eligibility requirements for FLVS grades 2-5 full-time program	0.00	0.00	0.00	0.00
	Expansion of part-time grades 9-12 district virtual instruction program to selected courses in KG through grade 8	Negative insignificant	Negative insignificant	Negative insignificant	Negative insignificant
	Eligibility requirements under s.1002.455, F.S	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant
	Online Courses beyond the school day or year	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
	Virtual instruction reporting	0.00	0.00	0.00	0.00
	FEFP Reporting	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant
2.	CS/CS/CS/HB 859, Enrolled: Florida Tax Credit Scholarship	(2,100.00)	(2,544.00)	(2,969.00)	(3,533.00)
3.	HB 5001, Enrolled: General Appropriations HB 5101, Enrolled: Conforming Bill	0.00	0.00	0.00	0.00
4.	CS/CS/HB 7059, Enrolled: Acceleration Options				
	Accelerated graduation	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
	Career-themed courses in high school	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant
	Career-themed course in middle schools	0.00	0.00	0.00	0.00
	Dual enrollment	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant
	Algebra I, Geometry and Biology I end-of-course examination timeline	0.00	0.00	0.00	0.00
5.	CS/SB 800, Enrolled: County Boundaries	0.00	0.00	0.00	0.00
6.	CS/HB 7127, Enrolled: Education Accountability				
	Opportunity scholarships	0.00	0.00	0.00	0.00
	Closing charter schools	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate

Detailed Bill Discussion

1. CS/CS/HB 7063, Enrolled: Digital Learning

Florida Virtual School (FLVS) part-time kindergarten through grade three program

Discussion of Change

Section 3 of the bill amends s.1002.37(8)(a), F.S., to expand the part-time program for Florida Virtual School to kindergarten through grade three. Section 3 further amends s.1002.37(8)(b), F.S., to provide that the combined total of FTE reported by school districts and FLVS for a student in the expanded part-time program in kindergarten through grade three may not exceed 1.0 FTE for a school year.

Discussion of Impact

This provision was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted the following cumulative FTE impact:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
474.74	949.48	1,424.22	1,898.96

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for this issue is the same as the bill version reviewed on February 13. The FTE impact adopted was based on the following:

- a. Increased FTE would occur only for the private school and home school education students since the combined FTE for public school students would be limited to 1.0 FTE.
- b. For the 2012-13 school year, the impact would occur mainly in kindergarten and grade one since students in grade two through grade five would be required to meet the eligibility requirements of s.1002.455, F.S.
- c. For the 2013-14 school year, the impact would come from students entering the program in kindergarten and grade one, grade one students continuing in the program from kindergarten, and grade two students continuing in the program from grade one (now eligible for grade two participation because they were in the program in 2012-13).
- d. For the 2014-15 year, the impact would come from students entering the program in kindergarten and grade one, grade one students continuing in the program from kindergarten, and grade two through grade three students continuing in the program from grade one and grade two (now eligible for participation because they were in the program in 2013-14).
- e. For 2015-16 year, the impact would come from students entering the program in kindergarten and grade one, grade one students continuing in the program from

kindergarten, and grade two through grade four students continuing in the program from grade one through grade three (now eligible for participation because they were in the program in 2013-14).

- f. The levels of enrollment estimated were based on the reported prior school status of students in 2011-12 October survey for the FLVS full-time program.

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE impact would come from the amount of FTE instruction attributed to FLVS for public school students. The effect would be a reduction in CO FTE for these students. However, since the combined FTE for these students is limited to 1.0, the portion of the instruction time attributed to non-CO FTE instruction may be lessened if the student takes a full course of instruction at the traditional school.

Methodology for estimate of CO FTE impact:

The most applicable data is the part-time FTE earned in grade six through grade twelve for the 2010-11 school year. These students in grades 6-12 for 2010-11 earned an average of .15 FTE in FLVS. The FTE data was extrapolated to the lower grades using the power function of $Y = .0025X^{5.723}$ with an R^2 of .9934. The extrapolated K-3 estimate was 8.0 FTE. This estimate is a lower bound for the reduction since the combined FTE in grades 6-12 for the part-time FLVS program and traditional program is not limited to 1.0 FTE whereas the combined FTE in kindergarten through grade three is limited to 1.0 FTE. Since most traditional schools would require students in these grades to enroll in a full-load, the assumption is that 90 percent of the enrollments would be for enrichment during the school year. Thus, 90 percent of the CO FTE would be discounted at a rate of 6/7 using the estimate that each student taking enrichment courses would take on the average one enrichment full credit. The result would discount the 8 CO FTE to 6.97 CO FTE (calculation: $8 \cdot .9 \cdot 6/7 + 8 \cdot .1$). Because the reduction is fewer than 100 CO FTE students, the impact is negative insignificant.

Proposed Impact

Cumulative impacts of expanding the FLVS part-time program to kindergarten through grade three				
	2012-13	2013-14	2014-15	2015-16
FTE impact adopted February 13, 2012	474.74	949.48	1,424.22	1,898.96
CO FTE impact	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

Part-time FLVS students in grade four and grade five

Discussion of Change

Section 3 amends s.1002.37(8)(a), F.S., to remove the restriction that grade four and grade five part-time students be public school students who take grades six through eight courses.

Discussion of Impact

This provision was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted the following cumulative FTE impact:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
indeterminate	indeterminate	indeterminate	indeterminate

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for this issue is the same as the bill version reviewed on February 13. The FTE impact adopted was based on the following:

- a. More students will enroll in grades four and five courses from all sources: public schools, home education and private schools.
- b. Increased FTE would occur only for the additional private school and home school education students since the combined FTE for public school students would be limited to 1.0 FTE.
- c. The increased FTE for private school and home school education students would be insignificant since most private school and home school education students who might want to enroll in the FLVS part-time program would be ineligible under the requirements of s. 1002.455, F.S.

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE impact would come from the amount of FTE instruction attributed to FLVS for public school students. The effect would be a reduction in CO FTE for these students. However, since the combined FTE for these students is limited to 1.0, the portion of the instruction time attributed to non-CO FTE instruction may be lessened if the student takes a full course of instruction at the traditional school.

Methodology for estimate of CO FTE impact:

The most applicable data is the part-time FTE earned in grades 6-12 for the 2010-11 school year. These students in grades 6-12 for 2010-11 earned an average of .15 FTE in FLVS. The FTE data was extrapolated to the lower grades using the power function of $Y = .0025X^{5.723}$ with an R^2 of .9934. The extrapolated K-3 estimate was 96.0 FTE. This estimate is a lower bound for the CO FTE reduction since the combined FTE in grades 6-12 for the part-time FLVS program and traditional program is not limited to 1.0 FTE. The CO whereas the combined FTE in kindergarten through grade three is limited to 1.0 FTE. The CO reduction is estimated in the range of (-96, 0). Since most traditional schools would require students in grades to enroll in a full-load, the assumption is that 90 percent of the enrollments would be for enrichment during the school year. Thus, 90 percent of the CO FTE would be discounted at a rate of 6/7 using the estimate that each student taking enrichment courses would take on the average one enrichment full credit. The result would discount the 96 CO FTE to 83.66 CO FTE (calculation: $96 * .9 * 6/7$)

+ 9.6). Because the reduction is fewer than 100 CO FTE students, the impact is negative insignificant.

Proposed Impact

Cumulative impacts of expanding the courses that can be offered to part-time FLVS students in grade four and grade five				
	2012-13	2013-14	2014-15	2015-16
FTE impact	Indeterminate	Indeterminate	Indeterminate	Indeterminate
CO FTE impact	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

Eligibility requirements for FLVS grades 2-5 full-time program

Discussion of Change

Section 3 amends s.1002.37(8)(a), F.S., and Section 5 adds s.1002.455(2)(f), F.S. These provisions remove the eligibility requirements under s.1002.455, F.S., for full-time instruction provided by FLVS in grades 2-5.

Discussion of Impact

The Section 3 change was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted the following cumulative FTE impact for the Section 3 change:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
360.00	522.00	626.00	673.00

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for the Section 3 change for this issue is the same as the bill version reviewed on February 13. The Section 5 addition for FLVS full-time in grades 2-5 has the same effect as the Section 3 change previously reviewed.

The FTE impact adopted on February 13 was based on the following:

- a. The impact would be the home education and private school students taking the full-time instruction.
- b. The most applicable data is the students in the full-time program in grade one reported and estimated for the 2011-12 school year. There were 18 students reported with prior enrollment from private schools and 72 students reported with prior enrollment in home education in grade 1 in the prior school status, survey 2, 2011-12 school year. This estimate is used as the estimate for each of the four grades (2-5) for 2012-13.

- c. In 2013-14, some of grade five full-time students would move up to grade six, some 2012-13 grades two through grade four students would not continue and additional students would enter in grade two through grade five. A growth factor of 1.45 was used for the 2013-14 school year. Calculation of 2013-14 estimate: $360 * 1.45 = 522$.
- d. Similar logic was used for the 2014-15 and 2015-16 school years applying respective growth factors of 1.20 and 1.075

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE impact would be zero since these students now eligible for the full-time FLVS program in grades two five do not impact CO FTE.

Proposed Impact

Cumulative impact of removing the eligibility requirements for FLVS grade two through grade five full-time program				
	2012-13	2013-14	2014-15	2015-16
FTE impact adopted on Feb. 13	360.00	522.00	526.00	673.00
CO FTE impact	0.00	0.00	0.00	0.00

Expansion of part-time grades nine through twelve district virtual instruction program to selected courses in kindergarten through grade eight

Discussion of Change

Section 4 of the bill amends s.1002.45(1)(b)2., F.S., to expand the part-time grades nine through twelve district virtual instruction program in courses measured by learning gains and End of Course and Advanced Placement exams to kindergarten through grade eight.

Discussion of Impact

This change was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted the following cumulative FTE impact:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
0.00	0.00	0.00	0.00

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for this issue is the same as the bill version reviewed on February 13.

The FTE impact adopted on February 13 was based on the following:

- a. Students in these virtual courses would be primarily prior public school students and their reported FTE would be limited to 1.0.

- b. Few courses have these measures. There are no such courses in kindergarten through grade three. In grades four through eight only FCAT-related courses would be eligible beginning in 2012-13. The middle school civics course will have an end of course exam beginning in 2014-15 and will become eligible for the district part-time eligible under the proposed change.

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE impact would come from students who received instruction in virtual education courses measured by learning gains and End of Course and Advanced Placement exams in kindergarten through grade eight. The effect would be a reduction in CO FTE for these students. Since there will be so few course eligible, if any, the impact will be negligible.

Proposed Impact

Cumulative impact of expanding the part-time grades nine through twelve district virtual instruction program in courses measured by learning gains and End of Course and Advanced Placement exams to kindergarten through grade eight				
	2012-13	2013-14	2014-15	2015-16
FTE impact adopted on Feb. 13	0.00	0.00	0.00	0.00
CO FTE impact	Negative insignificant	Negative insignificant	Negative insignificant	Negative insignificant

Eligibility requirements under s.1002.455, F.S

Discussion of Change

Section 5 of the bill removes the eligibility requirements under s.1002.455(2), F.S., for full-time district virtual instruction program in grades K-5, full-time virtual charter school instruction for grades K-5, full-time Florida Virtual School program in grades K-5 and courses provided in a traditional school setting by personnel providing direct instruction through a virtual environment or through a blended or physical environment. The removal of the eligibility requirements for the FLVS full-time program in kindergarten through grade five was also provided by Section 3 of the bill and was addressed earlier.

Discussion of Impact

This change was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted the following cumulative FTE impact:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
176.00	299.00	394.00	461.00

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for this issue is the same as the bill version reviewed on February 13.

The FTE impact adopted on February 13 was based on the following:

- a. For full-time district virtual instruction and full-time virtual charter school instruction in grades K-5, the impact would be the home education and private school students entering public schools to take the full-time instruction. Instruction for prior public school students in these programs would not add to the total FTE since the effect would be a shift from one school district program to another.
- b. The impact would be in grades 2-5 since entering K-1 students are currently eligible regardless of prior enrollment.
- c. For the courses provided in a virtual environment or through a blended or physical environment the impact would be negligible since few students would enter public schools from private or home education for the sole purpose of enrolling in such programs. Students who enter from private education or home education into these courses would probably have entered the public school setting for other reasons.
- d. The most applicable data for use in deriving the estimate are the data reported for grade one in the prior school status, survey 2, 2011-12 school year. There were 17 students reported with prior enrollment from private schools and 27 students reported with prior enrollment in home education in grade one in this survey for the district virtual instruction programs and the virtual charter instruction programs.
- e. The estimate of 44 FTE was used for each of the grades two through five for the 2012-13 school years. This gives an estimate of $44 * 4 = 176.00$ FTE.
- f. Because this is a full-time program, the cohort progression needs to be considered for years beyond 2012-13. The impact is extended into the grade six in 2013-14, into grades six and seven in 2014-15, etc. Additionally, each year is 95% of the prior year (cohort survival) with a factor for new students coming in. This factor should be declining over time as the program stabilizes. For year 2013-14, use year factor of .5, for 2014-15 of .25, and for 2015-16 of .125. Thus the factor for 2013-14 is $.95 + .50 = 1.45$, for 2014-15 is $.95 + .25 = 1.20$, and for 2015-16 is $.95 + .125 = 1.075$.

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE impact would come from students in school district virtual education who are now eligible for the program but would not have been without this change and who would have entered a traditional public school otherwise. The effect would be a reduction in CO FTE for these students.

Methodology for estimate of CO FTE impact:

The most applicable data is the prior school data for survey two in 2011-12 for district virtual education in grade two through grade five and historical prior school status surveys from 2004-05 through 2010-11 school years. There were 1,037 students in district virtual schools in grades two through five with a prior school status in survey 2 for the 2011-12 school year. From historical prior school status reports, the ratio of

students entering from a Florida public school to those entering not from a Florida public school is 97:3. This ratio means that of every 100 students entering, 97 will be from a Florida public school and 3 will be from another educational setting. Applying the ratio to the 2011-12 data, we get an estimate of 32 additional students who might have entered the virtual program if this change had been effective for the 2011-12 school year. Thus, the annual estimate of the CO FTE decrease annually is 32.00 FTE. For each student now eligible, the effect is -1.0 for the first year and 0.0 for each subsequent year since the student would have been eligible after the first year without the change. For each year 2012-13 through 2015-16, the Cumulative impact is the same as the annual effect. Because the reduction is fewer than 100 CO FTE students, the impact is negative insignificant.

Proposed Impact

Cumulative impact of removing the eligibility requirements under s.1002.455, F.S., for full-time district virtual instruction programs in K-5, full-time virtual charter school instruction for grades K-5 and courses provided in a virtual environment or through a blended or physical environment				
	2012-13	2013-14	2014-15	2015-16
FTE impact adopted on Feb. 13	176.00	299.00	394.00	461.00
CO FTE impact	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

Online courses beyond the school day or year

Discussion of Change

Section 6 of the bill amends s.1003.428(2)(c), F.S., to not allow a school district to require that a student take the online course beyond the school day or year to meet the graduation requirement.

Discussion of Impact

This change was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted the following cumulative FTE impact:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
indeterminate	indeterminate	indeterminate	indeterminate

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for this issue is the same as the bill version reviewed on February 13.

The FTE impact adopted on February 13 was based on the following:

- a. The impact would be reduction in FTE since students may opt to take the course during the school day.
- b. It is unknown how many students would opt to take the course during the school day.

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE impact would be the same as the FTE impact if the online courses now taken during the day replaced courses that would have been counted in CO FTE.

Proposed Impact

Cumulative impact of providing that a school district cannot require that a student take the online course to meet the graduation requirement beyond the school day or year				
	2012-13	2013-14	2014-15	2015-16
FTE impact	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
CO FTE impact	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate

Virtual instruction reporting

Discussion of Change

Section 4 of the bill amends s.1002.45(7)(f), F.S., to provide that school district virtual instruction shall be reported by the school district providing the instruction rather than the school district in which the student resides.

Discussion of Impact

This change was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted the following cumulative FTE impact:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
Shifts of FTE among school districts; no effect on state total FTE.			

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for this issue is the same as the bill version reviewed on February 13. The Florida Department of Education student tracking, school accountability, and financial reporting systems are designed

to assign accountability results and to deliver funding to the district which provides the instruction to the student. If a student ends up being served by more than one district, each district would report the portion of the instruction it provided and be reimbursed appropriately (within the 1 FTE funding cap). In addition, state assessment results would be assigned to the district which delivered the instruction of the course associated with the state assessment.

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE effect would be zero since the FTE shifted is FTE that is not included in CO

Proposed Impact

Cumulative impact of providing that school district virtual instruction shall be reported by the school district providing the instruction rather than the school district in which the student resides				
	2012-13	2013-14	2014-15	2015-16
FTE impact adopted on Feb. 13	Shifts FTE among school districts; no effect on state total FTE. Within the FEFP, state and local revenue by district and at the state total level may be affected.			
CO FTE impact	0.00	0.00	0.00	0.00

Florida Education Finance Program (FEFP) reporting

Discussion of Change

Section 10 of the bill amends s.1011.61(1)(c), F.S to provide funding for grades K-12 students enrolled in full-time virtual instruction programs, virtual charter schools and FLVS full-time program for all FEFP programs and to allow FLVS to report part-time students in Career Education programs in addition to Basic Education programs. The funding for part-time district virtual instruction remains limited to Basic Education and Career Education FEFP programs.

Discussion of Impact

This change was reviewed by the PK-12 Education Estimating Conference on February 13, 2012. The conference adopted no impact on unweighted FTE and the following cumulative weighted FTE impact:

Impact Adopted February 13, 2012			
2012-13	2013-14	2014-15	2015-16
6.64 weighted FTE	7.04 weighted FTE	7.36 weighted FTE	7.69 weighted FTE

The Feb. 13 Conference reviewed the bill as originally filed. The provision of the enrolled bill for this issue is the same as the bill version reviewed on February 13.

The weighted FTE impact adopted on February 13 was based on an analysis of program distribution changes for 2011-12 calculation three FTE for 22 English Language Learners enrolled in FLVS full-time program. Annual growth rates were applied. Because the increase is fewer than 100 weighted FTE students, the impact is positive insignificant.

The Feb. 13 Conference did not adopt a CO FTE impact. The CO FTE impact would be zero since shifts among FEFP program categories has no effect on CO FTE.

Proposed Impact

Cumulative impact of expanding FEFP reporting				
	2012-13	2013-14	2014-15	2015-16
FTE Impact	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant
Weighted FTE impact adopted Feb. 13	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant
CO FTE impact	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

2. CS/CS/CS/HB 859, Enrolled: Florida Tax Credit Scholarship

Discussion of Change

HB 859, Enrolled, Section 1, amends s. 1002.395, F.S., setting the Florida Tax Credit cap amount at \$229 million for the 2012 year. The 2011 cap was \$175 million. The bill also removes some scholarship eligibility requirements for students entering grade two through grade five. Students entering these grades will now have to only meet the income requirements. Previously, such students had to meet additional requirements.

Discussion of Impact

The March 16, 2012 Revenue Impact Conference adopted the revenue impact for this bill and reviewed the potential impact on FEFP FTE students.

Cumulative impact of increasing the tax credit cap and changing eligibility requirements for grade two through grade five students (from March 16, 2012 Impact document)				
	2012-13	2013-14	2014-15	2015-16
Scholarships for FTE	2,100	2,544	2,969	3,533

The higher cap has a potential to increase the FTE whereas the change in eligibility has a potential to decrease the FEFP. The analysis presented on March 16 gives the net impact.

The higher cap by allowing additional students to receive scholarships has a potential to increase the number of scholarships counted as FTE scholarships. However, the change in eligibility has a potential to decrease the number of scholarship counted as FTE scholarships. The eligibility change allows students entering in grade two through five who were in a private or were home schooled the prior year and students who moved into the state to receive scholarships. These students compete for the available scholarship with students entering a private school from a Florida public school. Grades two through five students continuing in a private school education and now eligible for a scholarship because of family income do not contribute to FTE.

The impacts are only approximate by year because there are additional factors that are not simulated. The analysis assumes that the tax credits approved will equal the tax credit cap each year and that historical patterns of remittances generating scholarship will continue in the future.

Proposed Impact

Cumulative impact of tax credit scholarship cap limit and expansion of eligibility				
	2012-13	2013-14	2014-15	2015-16
FTE Impact	(2,100)	(2,544)	(2,969)	(3,533)
CO FTE Impact	(2,100)	(2,544)	(2,969)	(3,533)

3. HB 5001, Enrolled: General Appropriations & HB 5101, Enrolled: Conforming Bill

Discussion of Change:

HB 5001, Enrolled, Section 2, establishes the program cost factor for each program cost category for the 2012-13 school year.

HB 5101, Enrolled, Section 15, amends s.1011.61(3), F.S., by striking the requirement to report special program FTE before reporting basic program FTE. Special program FTE includes ESE, Career Education, and English for Speakers of Other Languages.

Discussion of Impact:

The FEFP provides funding for 900 hours (1,500 minutes/week) for a student in grades 4-8. The instructional time that exceeds the 900 hour requirement is not reported for funding. The bell schedule at many high schools exceeds 900 hours. HB 5001 establishes the program cost factor for Career Education at 0.999 and the program cost factor for Basic Grades 9-12 at 1.020. With the deletion of the requirement to report special program FTE before reporting basic FTE, districts are expected to report a student's basic program FTE first, before reporting career education FTE, because the basic cost factor is greater than the career education cost factor. For a student who is enrolled in a career education course at a school with scheduled instructional time exceeding 900 hours per year, the career education course will be reported last, and the portion of the career education course time that exceeds 1,500 minutes per week will not be reported for funding.

There will be an impact on weighted FTE. The example of a student's schedule in the table below demonstrates the impact on weighted FTE of reporting Basic FTE before Career Education FTE. In this example, the student will earn an additional .0008 Weighted FTE, which is caused by the difference in the value of the program cost factors for Basic Grades 9-12 (1.020) and Career Education (0.999).

Report Special Program FTE Before Basic FTE						
	Student Schedule	Total Minutes	Funded Minutes	FTE	Cost Factor	Weighted FTE
1	Career Ed 300	260	260	0.1733	0.999	0.1731
2	Basic Program 103	260	260	0.1733	1.020	0.1768
3	Basic Program 103	260	260	0.1733	1.020	0.1768
4	Basic Program 103	260	260	0.1733	1.020	0.1768
5	Basic Program 103	260	260	0.1733	1.020	0.1768
6	Basic Program 103	260	200	0.1335	1.020	0.1362
Total		1,560	1,500	1.0000		1.0164

Report FTE by Highest Program Cost Factor						
	Student Schedule	Total Minutes	Funded Minutes	FTE	Cost Factor	Weighted FTE
1	Basic Program 103	260	260	0.1733	1.020	0.1768
2	Basic Program 103	260	260	0.1733	1.020	0.1768
3	Basic Program 103	260	260	0.1733	1.020	0.1768
4	Basic Program 103	260	260	0.1733	1.020	0.1768
5	Basic Program 103	260	260	0.1733	1.020	0.1768
6	Career Ed 300	260	200	0.1335	0.999	0.1334
Total		1,560	1,500	1.0000		1.0172

Increase in Weighted FTE for This Student	0.0008
--------------------------------------------------	---------------

There will not be an impact on total FTE reported for funding, but the FTE reported for program Basic Program 103 will increase, with a corresponding decrease in Career Education Program 300 FTE. The impact on FTE is indeterminate at this time. The impact on weighted FTE is indeterminate at this time.

There is no impact on CO FTE.

Proposed Impact

Cumulative impact of removing the requirement that special programs be reported before basic education programs for FTE reporting.				
	2012-13	2013-14	2014-15	2015-16
FTE impact	0.00	0.00	0.00	0.00
Weighted FTE Impact	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate
CO FTE impact	0.00	0.00	0.00	0.00

4. CS/CS/HB 7059, Enrolled: Acceleration Options

Accelerated graduation

Discussion of Change

CS/CS/HB 7059, Enrolled, Section 1, creates s.1002.3105, F.S., requiring each school to provide accelerated instruction to eligible students in kindergarten through grade 12. The accelerated options must include whole-grade and midyear promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and permitting a student who has not completed or enrolled in a course with an end-of-course exam to take that exam and receive credit for the course if that student receives a passing score in that exam.

The bill requires school principals to inform parents and students of the accelerated options available in their schools. Should a student meet eligibility requirements to participate in this program and requests participation in this program, the student must be provided the opportunity to participate in the accelerated options program.

CS/CS/HB 7059, Enrolled, Section 9, creates s.1003.4281, F.S., providing high school students the option of early graduation or graduating in less than 8 semesters if they have completed all the necessary coursework required for graduation.

CS/CS/HB 7059, Enrolled, Section 28, amends s.1011.62, F.S., allowing a district to report a maximum of 0.5 FTE for students who graduate with 24 credits one semester ahead of a student's cohort and up to 1.0 FTE for a students who graduate with 24 credits one year or more in advance of their cohort.

Discussion of Impact

As more high school students take advantage of the early graduation options, they will be graduating from school earlier than their cohorts. Currently, the school districts do not earn additional FTE for students who graduate early; under the bill, school districts may report up to 0.5 FTE for unpaid credits for a student who graduates one semester early and up to 1.0 FTE for a student who graduates one year or more early. This FTE for unpaid credits will be reported as add-on FTE for survey 5.

The maximum amount of CO FTE that a student generates per semester is 0.5 CO FTE. The impact on CO FTE will be negative due to students graduating earlier than their cohorts.

Proposed Impact

Cumulative impact of accelerated graduation funding and options				
	2012-13	2013-14	2014-15	2015-16
FTE Impact	0/Negative Indeterminate	0/Negative Indeterminate	0/Negative Indeterminate	0/Negative Indeterminate
Weighted FTE Impact	0/Negative Indeterminate	0/Positive Indeterminate	0/Positive Indeterminate	0/Positive Indeterminate
CO FTE Impact	Indeterminate negative	Indeterminate negative	Indeterminate negative	Indeterminate negative

Career-themed courses in high school

Discussion of Change

CS/CS/HB 7059, Enrolled, Section 14 amends s.1003.492, F.S., defining a career-themed course as a course or series of courses leading to industry certification.

CS/CS/HB 7059, Enrolled, Section 15 amends s.1003.493, F.S., to encourage the Florida Virtual School to develop and offer rigorous career-themed courses and to require school districts to provide students taking career-themed courses with opportunities for postsecondary credit.

Discussion of Impact

FLVS may attract more students if it expands its course offerings to career-themed courses. Students attending public schools as well as home education and private school students may enroll in these courses, thereby increasing FTE.

CO FTE is expected to decrease slightly as students enroll in postsecondary career-themed courses in non-district owned facilities and in virtual school career-themed courses.

Proposed Impact

Cumulative impact of career-themed courses in high school				
	2012-13	2013-14	2014-15	2015-16
FTE	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant
CO FTE	Negative Insignificant	Negative Insignificant	Negative Insignificant	Negative Insignificant

Career-themed courses in middle school

Discussion of Change

CS/CS/HB 7059, Enrolled, Section 16, amends s.1003.4935, F.S., allowing school districts the option of offering a career-themed course as an alternative to a career and professional academy in their 3-year strategic plan in at least one of their middle schools. Previously were required to implement a career and professional academy in at least one of their middle schools.

CS/CS/HB 7059, Enrolled, Section 28, amends s.1011.62, F.S., specifying an add-on of 0.1 add-on FTE for each student who completes a STEM career-themed course or a career and professional academy program and is issued the highest level of industry certification. This additional weighted FTE is available to the student when the industry certified student is promoted to the ninth grade.

The bill also directs the State Board of Education to identify industry certifications in STEM subject areas that might be included on the Industry Certified Funding List, thereby making these industry certifications eligible for add-on FTE.

Discussion of Impact

School districts may claim add-on FTE when middle school students successfully complete industry certifications. The add-on FTE for industry certification is capped at 0.3 FTE for students during their middle and high school years. This will increase the weighted FTE and funding but will not affect unweighted FTE. There will be no weighted FTE in 2012-13 as the add-on FTE will not be available until the following year. The FTE impact in subsequent years is positive but indeterminate.

There will be no impact on CO FTE.

Proposed Impact

Cumulative impact of middle school career-themed courses				
	2012-13	2013-14	2014-15	2015-16
FTE	0.00	0.00	0.00	0.00
Weighted FTE	0.00	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate
CO FTE	0.00	0.00	0.00	0.00

Dual Enrollment

Discussion of Change

CS/CS/HB 7059, Enrolled, Section 20, amends s.1007.271, F.S., specifying the eligibility requirements that have to be met by students planning to enroll as dual enrollment students. In addition to the current requirement that the student have an unweighted high school grade point average of 3.0, the student is required to meet the minimum score on a common college placement test. Once enrolled as a dual enrolled student, the student must continue to meet certain grade point average and behavioral standards to remain in the dual enrollment program.

This bill allows a Florida College to limit dual enrollment based upon capacity.

Discussion of Impact

Dual enrollment students generate FTE for the school district. With the tightening of standards, fewer students may be eligible as dual enrollment students.

Dual enrollment students do not qualify for CO FTE if they take the dual enrollment course in a non-district owned facility. A small increase in students in district high schools may result if eligibility requirements or space constraints result in fewer students being dual enrolled in non-district owned facilities.

Proposed Impact

Cumulative impact of dual enrollment changes				
	2012-13	2013-14	2014-15	2015-16
FTE	0.00	0.00	0.00	0.00
CO FTE	Positive Insignificant	Positive Insignificant	Positive Insignificant	Positive Insignificant

Algebra I, Geometry, and Biology I end-of-course examination timelines

Discussion of Change

CS/CS/HB 7059, Enrolled, Section 22, amends s.1008.22, F.S., requiring that the end-of- course assessment in Algebra I be administered four times annually. CS/CS/HB 7059, Enrolled, Section 27, amends s.1008.22, F.S., requiring passage of the end-of-course exam in Algebra I in 2013-14 for a student to earn FTE in that subject. For Geometry and Biology I, passage of end-of-course exams in 2014-15 is required for students to earn FTE.

Discussion of Impact:

The end-of-course exam for Algebra in 2010-11, accounted for 30% of the student's grade for the course. Students received FTE for enrolling in the course and credit if they passed the course.

The number of high school students who took the Algebra I end-of-course exam in 2010-11 was 141,105 students. Fifty-five percent of the students who took the Algebra I end-of-course exam in 2010-11 achieved a score of Level 3 or above.

In 2011-12 and 2012-13, students earn FTE for enrollment, but are required to pass the end-of-course exam in Algebra I to receive course credit. One credit in Algebra I is required for graduation.

From 2013-14 onwards, students are required to pass the end-of-course exam in Algebra I to earn FTE as well as receive course credit.

The timeline below is the schedule for implementation of HB 7059 reporting course credit, passage of the end-of-course exam, and FTE. For end-of-course exams in Geometry and Biology I, the timelines are one year later.

ALGEBRA EOC					
	FTE	Does not pass EOC but Passes Course	Comment	Statutes	Bill Section
2010-11	Yes	Credit	30% of Final Grade	1008.22	
2011-12	Yes	No Credit	Must pass EOC to get credit	1008.22	
2012-13	Yes	No Credit	Must pass EOC to get credit	HB 7059	
2013-14	No	No Credit	Must Pass EOC for FTE and Credit	HB 7059	sec 27, VIIIA
2014-15	No	No Credit	Must Pass EOC for FTE and Credit	HB 7063	sec 10

The impact that end-of-course exams will have on FTE from 2013-14 is negative, but indeterminate. In school districts with 7 period days or in districts that provide greater than 900 instructional hours per year, the FTE not reported because of not passing the EOC exam may be mitigated by instructional time in excess of the 900 hour requirement.

CO FTE is calculated from data received from FTE Surveys 2 and 3. The year-end FTE adjustment for students who successfully pass the end-of-course exam will not impact CO FTE.

Proposed Impact

Cumulative impact of assessment timing for Algebra I, Geometry and Biology I examination timelines				
	2012-13	2013-14	2014-15	2015-16
FTE	0.00	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
CO FTE	0.00	0.00	0.00	0.00

5. CS/SB 800, Enrolled: County Boundaries

Discussion of Change

CS/SB 800 Enrolled amends sections s.7.43, F.S., and s.7.59, F.S., incorporating a portion of St. Lucie County into Martin County.

Discussion of Impact

One hundred and twenty-nine acres of the Beau Rivage area are being transferred from St. Lucie County to Martin County. All the students in the affected area are currently attending Martin schools according to the officials in both districts.

There is no FTE or CO FTE impact based on the transfer of land between these two counties.

Proposed Impact

Cumulative impact of change in county boundaries				
	2012-13	2013-14	2014-15	2015-16
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

6. CS/HB 7127, Enrolled: Education Accountability

Opportunity scholarships

Discussion of Change

HB 7127, Enrolled, Section 1, amends s.1001.42, F.S., revising eligibility for an opportunity scholarship to students attending schools that have earned a grade of “F” or three consecutive grades of “D.” Previously for a student to be eligible for an opportunity scholarship, the school must have been designated as a “D” or an “F” school and be in one of the two lowest categories, Correct 2 or Intervene, in the matrix of school intervention categories.

Discussion of Impact

Students with or without opportunity scholarships are continuing to attend a public schools; therefore, there is no impact on FTE.

The bill does not have an impact on CO FTE.

Proposed Impact

Cumulative impact of revised eligibility for Opportunity Scholarships				
	2012-13	2013-14	2014-15	2015-16
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

Charter school closings

Discussion of Change

HB 7127, Enrolled, Section 2, amends s.1002.33, F.S., providing the sponsor of the charter school to terminate the charter if the charter school earns two consecutive grades of “F” unless the charter school was established to turnaround a district public school, the charter school was serving a school zone served by a district school that earned a grade of “F” the previous year, or the charter was granted a one-time waiver of termination from the State Board of Education.

Discussion of Impact

Three charter schools, located in Dade, Broward, and Flagler school districts, received a grade of “F” in 2009-10 and 2010-11. The enrollment in these schools was 183.50 FTE, 80.50 FTE, and 160.00 FTE respectively. The total FTE claimed by these schools in the 2010-11 school year was 424.00 FTE.

All three districts have taken actions to close the schools. The schools in Broward and Flagler have been closed and will not serve students in 2012-13. The school in Dade has requested a hearing by the Division of Administrative Hearing regarding the closure of the school. The final decision may not be made until the end of July.

The FCAT 2.0 test, implemented in the 2011-12 school year, is based on the Next Generation Sunshine State Standards. FCAT 2.0 is expected to be a more rigorous grade level test in Mathematics, English, and Science. As a result of these enhanced standards, more schools are expected to receive a grade of “F” in 2011-12.

The table below shows the total number of charter schools that have received a grade of “F” in any given year and the number of schools that have received two consecutive grades of “F.”

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
“F” Schools	8	4	3	15	17	N/A
Two Consecutive “F”s		1	0	1	3	N/A

The number of students expected to return to public schools, charter or traditional public school, depends on the district. The Broward School District expects all the charter school students from the closed school to return to district schools. In Dade, about one-half of the students are expected to return to traditional public schools; the other half are expected to enroll in other charter schools. The district does not want to speculate on where these students might end up but it is reasonable to assume that fifty percent will attend alternate charter schools and fifty percent will attend traditional public schools. In Flagler, fifteen percent of the students from the closed school are expected to leave the public school system to be schooled at home while the rest are expected to attend public schools.

In the period between 2012-13 and 2015-16, all things being equal, the number of charter schools closing is expected to increase slightly due to the adverse impact of FCAT 2.0 on school grades. Fifty percent of the students from the closed schools are expected to attend traditional public schools, 45 percent are expected to enroll in other charter schools, and 5% are expected to leave the public school system.

CO FTE is expected to increase slightly as students from the closed schools transfer to traditional public schools. Some charter school with two consecutive “F”s would have closed even without this change.

One possible scenario of annual impact estimates				
	2012-13	2013-14	2014-15	2015-16
Number of charter closures	3	3	3	3
Number of FTE affected	424.00	424.00	424.00	424.00
Percent leaving public schools	5%	5%	5%	5%
Number leaving public schools	21.20	21.20	21.20	21.20
Percent charter moving to traditional public school	50%	50%	50%	50%
Number moving charter to traditional public schools	212.00	212.00	212.00	212.00

Proposed Impact

Cumulative impact of charter school closings				
	2012-13	2013-14	2014-15	2015-16
FTE Impact	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
CO FTE Impact	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate