

Measures Affecting Education:

Impact of 2014 Legislation
on
PreK-12 Public School
Full-Time Equivalent (FTE) Enrollment
and
Capital Outlay (CO) Full-Time Equivalent (FTE) Enrollment

PreK-12 Education Impact Conference
May 29, 2014

Conference Report

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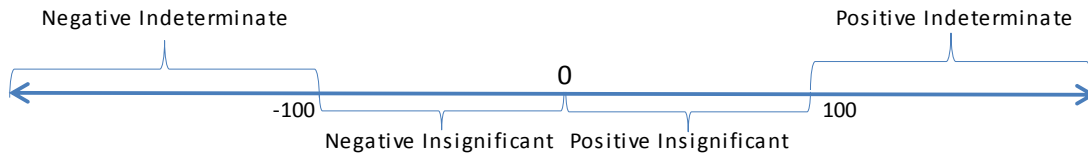
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Introduction

Seven bills enacted during the 2014 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. Cumulative effects means that the estimate for each fiscal year can be applied directly against the adopted forecast. The table below illustrates what is meant by fiscal year cumulative impacts, where FY references to prior years are inclusive of modifications to that specific cohort which reflect the natural passage of time.

Fiscal Year (FY) Cumulative Impacts				
	FY 1	FY 2	FY 3	FY 4
FTE Impact	FY 1 Annual Impact	FY 1 Annual Impact + FY 2 Annual Impact	FY 1 Annual Impact + FY 2 Annual Impact + FY 3 Annual Impact	FY 1 Annual Impact + FY 2 Annual Impact + FY 3 Annual Impact + FY 4 Annual Impact

Effects without specific numerical estimates are described as follows:



Wording	Meaning
Indeterminate (+/-)	The impact cannot be estimated as to level and direction, but the level is expected to be larger than or equal to +100 FTE or -100 FTE.
Positive Indeterminate	The impact cannot be estimated, but the level is expected to be positive and larger than or equal to +100 FTE.
Negative Indeterminate	The impact cannot be estimated, but the level is expected to be negative and larger than or equal to -100 FTE.
0 / Positive Indeterminate	The impact may be zero or it may be positive indeterminate.
0 / Negative Indeterminate	The impact may be zero or it may be negative indeterminate.
Insignificant (+/-)	The impact cannot be estimated as to direction, but the level is expected to be smaller than +100 FTE or -100 FTE.
Positive Insignificant	The impact is expected to be positive and the level is expected to be smaller than +100 FTE.
Negative Insignificant	The impact is expected to be negative and the level is expected to be smaller than -100 FTE.
0 / Positive Insignificant	The impact may be zero or it may be positive insignificant.
0 / Negative Insignificant	The impact may be zero or it may be negative insignificant.

Summary Table of Adopted Cumulative Impacts for FTE, Weighted FTE and CO FTE

FTE Impact				
	2014-15	2015-16	2016-17	2017-18
Collegiate High School Program	0.00	0.00	0.00	0.00
Department of Juvenile Justice Students	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate
Early Warning Indicators	0.00	0.00	0 / Positive Indeterminate	0 / Positive Indeterminate
Education Conference Schedule	0.00	0.00	0.00	0.00
Graduation Certifications	0.00	0.00	0.00	0.00
Industry Certifications	0.00	0.00	0.00	0.00
Military Charter School	0.00	0.00	0.00	0.00
Performance Funding	0.00	0.00	0.00	0.00
Personal Learning Scholarship	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
Promotion / Retention	0.00	0.00	0.00	0.00
Single-Gender Public School Programs	0.00	0.00	0.00	0.00
Tax Credit Scholarship	141.00	1,176.00	5,098.00	6,468.00
Weighted FTE Impact				
	2014-15	2015-16	2016-17	2017-18
Performance Funding	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate
CO FTE Impact				
	2014-15	2015-16	2016-17	2017-18
Collegiate High School Program	0.00	0.00	0 / Negative Indeterminate	0 / Negative Indeterminate
Department of Juvenile Justice Students	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate
Early Warning Indicators	0.00	0.00	0 / Positive Indeterminate	0 / Positive Indeterminate
Education Conference Schedule	0.00	0.00	0.00	0.00
Graduation Certifications	0.00	0.00	0.00	0.00
Industry Certifications	0.00	0.00	0.00	0.00
Military Charter School	0.00	0.00	0.00	0.00
Performance Funding	0.00	0.00	0.00	0.00
Personal Learning Scholarship	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
Promotion / Retention	0.00	0.00	0.00	0.00
Single-Gender Public School Programs	0.00	0.00	0.00	0.00
Tax Credit Scholarship	141.00	1,176.00	5,098.00	6,468.00

Detailed Bill Discussion

Collegiate High School Program

CS/CS/SB 850, Enrolled, Education

Bill section(s) covered:

CS/CS/SB 850, Section 10, Lines 932-1003

Effective Date:

Upon Becoming Law

1) Statement of current law and change:

a) Current Law:

Current law permits a Florida College System (FCS) institution to work with the school districts in its designated service area to develop charter collegiate high schools. The charter programs are operated and funded like traditional charter schools and are located on the campuses of FCS institutions. FCS institutions receive funding for students participating in these programs through the FEFP; however, FCS institutions may not include the colleges' FTE for any students who receive FTE funding through the FEFP.

Non-charter collegiate high school programs are funded through dual enrollment mechanisms, in that school districts still receive funding for participating students through the FEFP, but FCS institutions and state universities can include the students in the colleges' or universities' FTE counts and receive reimbursement from the school districts.

b) Change:

Section 10 of CS/CS/SB 850 creates Section 1007.273, Florida Statutes, establishing the Collegiate High School Program, requiring each Florida College System institution to work with each district school board in its designated service area to establish one or more collegiate high school programs. At a minimum, the program must allow participation by public school students in grades 11 or 12, for at least one full school year, earn a CAPE industry certification and to successfully complete 30 credit hours through dual enrollment toward the first year of college for an associate or baccalaureate degree.

Contracts shall be executed between the Florida College System institution and the district school board which identify the grade levels to be included; describe the program, outreach methods (including return on investment), delivery methods for instruction; identify student advising services and progress monitoring mechanisms, establish program review and reporting of student performance outcomes; and describe the terms of funding.

Out-of-area contracts may be executed if the in-area FCS institution did not execute a contract with a local school district in 2015-16. In addition to executing a contract with the local Florida College System institution, a district school board may execute a contract with a state university or an institution that is eligible to participate in the William L Boyd, IV, Florida Resident Access Grant Program, that is a nonprofit independent college or university located and chartered in this state and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees.

Students must enter into a performance contract that is signed by the student, parent, representative of the school district and the applicable Florida College System institution, state university, or other institution participating in the program.

The program shall be funded pursuant to Sections 1007.271 (Dual Enrollment) and 1011.62 (Funds for Operation of Schools), Florida Statutes.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

Florida College System, *Charter and Collegiate High Schools*, October 2013, Edition 2013-01 and Dual Enrollment data from the Florida Department of Education (FLDOE).

b) Assumptions (Key decisions by the analyst regarding unknowns):

The performance contract provision will not inhibit students from participating in the Collegiate High School Program. The analysis does not assume any impact from students that might elect to move into the public school system as a result of the new Collegiate High School Program.

3) Analysis (Summary of major steps in producing the estimate):

In the fall of 2013, the Florida College System Chancellor's Office sent a short survey to the 28 colleges to collect and update information on charter and collegiate high school partnerships. Fifteen colleges responded, indicating that they have charter or collegiate high schools. However, the report indicates that all 28 colleges offer dual enrollment options to their local service area.

The table below shows that 15 Florida Colleges have twenty partnerships: twelve collegiate high schools, six charter high schools, one early admission program and one career technical prep academy.

Charter and Collegiate High Schools in the Florida College System, 2013						
College Name	Name of Charter / Collegiate School	Type of School	Location	Dedicated Faculty	Student Enrollment Fall 2013	Associate Degrees Awarded 12-13
Broward College	College Academy at Broward College	Collegiate High School	On campus	13	346	175
College of Central Florida	West Port High School	Early Admission	Off campus	7	240	37
Eastern Florida State College	Collegiate High School	Collegiate High School	On campus	0	665	179
Edison State College	Edison Collegiate High School - Charlotte	Collegiate High School	Off campus	15	362	45
Edison State College	Edison Collegiate High School - Lee	Collegiate High School	On campus	13	375	Not Available
Florida Keys Community College	Charter School operated by Academica in facilities rented from FKCC	Charter School	On campus	5	68	0
Florida State College at Jacksonville	Pathways Academy Charter High School	Charter School	On campus	16	134	0
Hillsborough Community College	Lennard High School Collegiate Academy	Collegiate	Off campus	0	115	Not Available
Hillsborough Community College	Armwood High School Collegiate Academy	Collegiate	Off campus	0	98	0
Hillsborough Community College	Leto High School Academy	Collegiate	Off campus	0	44	0
Indian River State College	Clark Advanced Learning Center	Charter School	On campus	9	242	6
Miami Dade College	School for Advanced Studies - North Campus, Kendall Campus, Wolfson Campus, and Homestead Campus	Collegiate High School	On campus	20	584	0
Miami Dade College	New World School of the Arts	Collegiate High School	On campus	53	481	0
Northwest Florida State College	Collegiate High School at Northwest Florida State College	Charter School and Collegiate High School	On campus	13	285	0
Pensacola State College	Pensacola State Collegiate High School	Collegiate High School	On campus	10	441	0
Polk State College	Chain of Lakes Collegiate High School at Polk State College	Charter School and Collegiate High School	On campus	5	280	0
Polk State College	PSC Lakeland Collegiate High School	Charter School and Collegiate High School	On campus	6	275	0
St. Petersburg College	St. Petersburg Collegiate High School	Charter School	On campus	5	239	0
State College of Florida, Manatee-Sarasota	State College of Florida Collegiate School	Charter School	On campus	28	450	No grads until 2014
South Florida State College	Career Academy at South Florida State College	Career Technical Prep Academy	On campus	5	100	0

In 2013-14 survey 2 data from the FLDOE indicated that 17 districts had students taking Dual Enrollment “Early Admission” courses. The table below shows the number of regular districts with students taking Dual Enrollment courses by type. These Early Admission students totaled 41,125 in 2013-14 across all districts.

Dual Enrollment by Type	2013-14
Academic	66
College Vocational	23
Vocational Certificate	35
Early Admissions	17

Since there are only twenty partnerships currently, the new Collegiate High School Program may increase student access throughout the state. Some of the expansion may not occur until the 2016-17 school year when out of area expansion is permitted. The new Collegiate High School Program may shift some students from Academic to Early Admissions, as the opportunity to enter into this type of Dual Enrollment is expanded. These students/programs may be offered at the college, university, high school, virtually, or any combination of the above. The effect of this new program will not be to increase FTE, but it may decrease CO FTE if the program increases the total number of dual enrollment students on a college campus.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0 / Negative Indeterminate	0 / Negative Indeterminate

Note: The above analysis does not assume any impact from students that might elect to move into the public school system as a result of the new Collegiate High School Program.

Department of Juvenile Justice Students

CS/CS/SB 850, Enrolled, Education

Bill section covered:

CS/CS/SB 850, Section 29, Lines 3077-3079 and Lines 3118-3122

CS/CS/SB 850, Section 31, Lines 3227-3249

Effective Date:

Upon Becoming Law

1) Statement of current law and change:

a) Current Law:

Section 985.622, Florida Statutes, requires the Department of Juvenile Justice (DJJ) and the Department of Education (DOE), in consultation with the statewide Workforce Development Youth Council, school districts, providers and others, to develop a multiagency plan for vocational education in commitment facilities. The law specifies what must be included in the plan.

In October 2010, the Office of Program Policy Analysis and Government Accountability (OPPAGA) issued a report that identified several shortcomings of the multiagency plan. According to OPPAGA, the plan lacked goals and implementation strategies for increasing the percentage of youth receiving occupation-specific job training. Also, the plan did not address the barriers that juvenile justice students face in attaining a general educational development (GED) diploma. OPPAGA found that many juvenile justice programs emphasized academic instruction rather than GED preparation and job training. OPPAGA recommended that the Legislature amend Section 985.622, Florida Statutes, to address the shortcomings found in the plan.

Section 1003.51, Florida Statutes, details the type of documents/information to be included in the discharge package assembled for each youth.

b) Change:

Section 29 of CS/CS/SB 850 expands the requirement of the plan to address all education programs not just those in commitment facilities. The plan must also:

- i. Include provisions for eliminating barriers to increasing occupation-specific job training and high school equivalency examination preparation opportunities.
- ii. Evaluate the effect of students' mobility between juvenile justice education programs and school districts on the students' education outcomes and whether the continuity of the students' education can be better addressed through virtual education.

In addition, this section expands the multiagency plan for career and professional education (CAPE) to include provisions for eliminating barriers to increasing occupation-specific job training and high school equivalency examination preparation opportunities.

Section 31 of CS/CS/SB 850 expands the types of information to be included in the discharge packet assembled for each student. Among this is virtual education that:

- i. Provides competency based instruction that addresses the unique academic needs of the student through delivery by an entity accredited by AdvanceED or the Southern Association of Colleges and Schools.
- ii. Confers certifications and diplomas.
- iii. Issues credit that articulates with secondary schools.
- iv. Issues transcripts that are recognized by secondary schools.
- v. Allows the student to continue to access and progress through the program once the student leaves the juvenile justice system.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

In FY 2012-13, DJJ students accounted for 6,508.64 FTE. Review of current DOE procedures relating to DJJ students.

b) Assumptions (Key decisions by the analyst regarding unknowns):

DJJ student taking virtual education are counted only in DJJ and not in virtual education, which is consistent with current behavior.

3) Analysis (Summary of major steps in producing the estimate):

DJJ students can currently take virtual education classes both while in the system and continue when they leave the system.

In addition, Florida law currently authorizes both dropout prevention and academic intervention programs (Section 1003.53, Florida Statutes) and educational services in DJJ programs (Section 1003.52, Florida Statutes) to ensure that all eligible students receive a high-quality education designed to meet their unique needs. In 2010-11, FLDOE convened a juvenile justice education advisory committee to develop a customized plan for DJJ education programs that detailed staff, strategies and goals (including career education and transition goals).

The expansion of the multiagency plan requirements is intended to eliminate barriers for DJJ students so these students have access to and planning for educational opportunities provided by the state.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate
CO FTE	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate	0 / Positive Indeterminate

Early Warning Indicators

CS/CS/SB 850, Enrolled, Education

Bill section covered:

CS/CS/SB 850, Section 1, Lines 380-419

Effective Date:

Upon Becoming Law

1) Statement of current law and change:

a) Current Law:

Section 1001.42, Florida Statutes, states that district school boards shall annually approve school improvement plans and disclose information on the performance of students, including a school report card.

b) Change:

- i) Section 1 of CS/CS/SB 850 expands current legislation to add that a school that includes any grade from 6 through 8 is to include an early warning system and implementation strategies in their annual improvement plans. The early warning system identifies students in grades 6 through 8 who need additional support, indicated by:
 - (1) attendance below 90 percent
 - (2) one or more suspensions
 - (3) course failure in English Language Arts (ELA) or mathematics
 - (4) a Level 1 score on statewide standardized exams in ELA or mathematics
 - (5) any other additional district-specific indicators

When a student exhibits two or more of these early warning indicators, a team appointed by the school for purposes of implementing this legislation or the school's child study team (under Section 1003.02, Florida Statutes) will convene to determine appropriate intervention.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

- i) attendance below 90 percent: 161,916 students in Grades 6-8 in 2012-13 met this requirement (DOE, Division of Accountability, Research and Measurement)
- ii) one or more suspensions: 156,150 students in Grades 6-8 in 2012-13 had one or more in or out of school suspensions (DOE, Division of Accountability, Research and Measurement)
- iii) course failure in English Language Arts (ELA) or mathematics: transcript data is currently not collected at the state level

iv) a Level 1 score on statewide standardized exams in ELA or mathematics: An estimated 111,454 and 130,231 students in Grades 6-8 in 2013 scored a Level 1 on ELA or mathematics exams, respectively. (DOE, Division of Accountability, Research and Measurement)

b) Assumptions (Key decisions by the analyst regarding unknowns):
 Early intervention leads to a lower number of retentions and higher graduation rates.

3) Analysis (Summary of major steps in producing the estimate):
 Intervention in middle grades (6 through 8) is intended to mitigate student dropout and truancy issues in school so students have access to the educational opportunities, including acceleration options, provided by the state.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0 / Positive Indeterminate	0 / Positive Indeterminate
CO FTE	0.00	0.00	0 / Positive Indeterminate	0 / Positive Indeterminate

Education Conference Schedule

CS/HB 0009, Enrolled, Legislative

Bill sections covered:

CS/HB 0009, Section 1, Lines 8-11

Effective Date:

Upon Becoming Law

1) Statement of current law and change:

a) Current Law:

According to subsection (b) of Section 3 of Article III of the State Constitution: “A regular session of the legislature shall convene on the first Tuesday after the first Monday in March of each odd-numbered year and on the first Tuesday after the first Monday in March, or such other date as may be fixed by law, of each even-numbered year.”

Section 216.136(4)(a), Florida Statutes, provides the schedule for school district input into the Estimating Conference full-time equivalent (FTE) student enrollment forecast used by the legislature for the Florida Education Finance (FEFP) Appropriation, stating,

“Initial projections of enrollments in public schools shall be forwarded by the conference to each school district no later than 2 months prior to the start of the regular session of the Legislature. Each school district may, in writing, request adjustments to the initial projections. Any adjustment request shall be submitted to the conference no later than 1 month prior to the start of the regular session of the Legislature and shall be considered by the principals of the conference. A school district may amend its adjustment request, in writing, during the first 3 weeks of the legislative session and such amended adjustment request shall be considered by the principals of the conference. For any adjustment so requested, the district shall indicate and explain, using definitions adopted by the conference, the components of anticipated enrollment changes that correspond to continuation of current programs with workload changes; program improvement; program reduction or elimination; initiation of new programs; and any other information that may be needed by the Legislature. For public schools, the conference shall submit its full-time equivalent student consensus estimate to the Legislature no later than 1 month after the start of the regular session of the Legislature. No conference estimate may be changed without the agreement of the full conference.”

- a) Change:
This bill changes the start date of the 2016 Regular Session of the Legislature to January 12, 2016.

2) Methodology:

- a) Description of Data and Sources (Listing of sources):
Review Education Estimating Conference dates specified in 216.136(4)(a), Florida Statutes; Florida Department of Education (FLDOE) enrollment survey dates, FEFP Calculation Schedule; Education Estimating Conference cycle; Education Estimating Conference cycle that was done for FY 2012-13, when the Legislature start date was changed to accommodate redistricting; and accuracy of forecasts for FY 2012-13 as compared to FY 2011-12

- b) Assumptions (Key decisions by the analyst regarding unknowns):
Changing the date of the start of the legislative session will not change the dates that necessary input data are available.

3) Analysis (Summary of major steps in producing the estimate):

The analysis compares the timelines for the Education Estimating Conferences for FY 2010-11 (session start date: January 10, 2011) and FY 2011-12 (session start date: March 6, 2012). The timelines compared are the Conference Dates and the District Request Process. Background information is provided on the FTE survey dates and the FTE used for the FEFP calculations.

Survey	Survey Week	Due Date	State Processing	Final Update
1	July 9-13, 2012	July 27, 2012	July 23-Sept. 14, 2012	Sept. 30, 2012
2	Oct. 8-12, 2012	Oct. 26, 2012	Oct. 15-Nov. 9, 2012	Mar. 31, 2013
3	Feb. 11-15, 2012	Mar. 1, 2013	Feb. 18-Mar. 15, 2013	July 31, 2013
4	June 17-21, 2013	July 5, 2013	July 1-19, 2013	Aug. 31, 2013

These four FTE surveys are used as input data for the Education Estimating Conference. When the session starts in January, FTE survey 2 (October) is not available for the Conference held in October which provides the forecasts for the Governor’s budget. FTE survey 2 is estimated using count 2 of survey 6 which is a count of students on a specified date in September (20-day count for the majority of the school districts). Note that the survey 6 data is headcount data, not FTE.

The FEFP is calculated five times for each fiscal year. All four FTE surveys are needed for each calculation of the FEFP. If a survey has not occurred, then it is estimated for the calculation. See Table 2.

FEFP Calculation	FEFP Calculation Date	FTE available	Survey 1	Survey 2	Survey 3	Survey 4
1-2	End of Session and July	April Education Estimating Conference	Forecast	Forecast	Forecast	Forecast
3	December	First week in December	Actual	Reported + virtual estimates	Estimated	Estimated
4	April	End of Third Week in March	Actual	Reported +virtual Estimates	Reported +virtual Estimates	Estimated
5	October of next fiscal year	First week in October	Actual	Actual	Actual	Actual

The Education Estimating Conferences are scheduled when additional FTE enrollment data are available. The Conferences adopt forecasts on data that is based on the latest data available at the time. Table 3 displays the typical Conference dates during the fiscal year for January and March legislative start dates.

Education Estimating Conference Dates for 2011-12 and 2012-13			
Conference Topic	Purpose	Date(s) Held (latest FTE data available)	
		Actual 2011-12	Actual 2012-13
Education Enrollment	3-year Plan and for DOE Legislative Budget Request	June 28, 2011 (2010-11 Fourth calculation and 2011-12 Appropriations)	July 20, 2012 (2011-12 Fourth calculation and 2012-13 Appropriations)
Education Enrollment	Governor's budget	October 10, 2011 (2010-11 Fourth Calculations, 2011-12 Appropriations and 2011-12 Survey 6 Headcount)	December 18, 2012 (2012-13 Third calculation)
Education Enrollment	Preliminary Legislative budget planning	December 15, 2011 (2011-12 Third calculation)	February 15, 2013 (2012-13 Third calculation and school district requests for 2013-14)
Education Enrollment	Education appropriations	February 20, 2012 (2011-12 Third calculation and school district requests for 2012-13)	April 15, 2013 (Fourth calculation)
Impact Conference	Impact of education bills on FTE	May 2012 (2011-12 Fourth calculation and 2012-13 Legislation)	June 10, 2013 (2012-13 Fourth calculation and 2013-14 Legislation)
Capital Outlay FTE	Long term planning	June 28, 2012 (2011-12 COFTE)	June 25, 2013 (2012-13 COFTE)

Note in Table 3 when the legislative session starts in January, three conferences do not have as much data available as when the session starts in March. Specifically, the next year's forecast used for:

- a) the Governor's budget has to be completed before the current year Third calculation FTE are available (Survey 6 data are used to estimate the Third calculation FTE);

- b) preliminary Legislative budget planning has to be completed before the school district requests for the forecast year are available;
- c) education appropriation has to be completed before the current year Fourth calculation FTE is available.

A forecast has a potential to be less accurate as the forecast period moves further away from the time that the forecast is prepared. Also, with an earlier start date, decisions are based on historical data that is further from the time period that will be affected by the decisions. The 2002-03 and 2012-13 forecasts that had January legislative start dates compare favorably in accuracy at the state-level with the forecasts that had March legislative start dates. The legislative start date is not the most important factor in forecast accuracy; the other factors such as hurricanes, economic recession and recovery, etc., have proved to be more important.

Section 215.136(4)(a) provides the process for school districts to provide input into the Education Estimating Conference. When the process was written into statute in 1985, the current process was not automated and the legislative session started in April. Each school district received a forecast typed on a paper form in December, the school district typed in amendments and returned the paper form in January and the school district amendments were entered into a computer file. The deadline for school districts to make amendments was the third week in April, which allowed ample time to incorporate the Fourth Calculation FTE enrollment.

The process was automated about the time that the legislative session began meeting in March. When it was first automated each school district received a computer program that used the authorized methodology for forecasting, ran the forecast models, chose which model to use, added amendments to the selected model and then returned the forecast with amendments in an electronic file. The automated process remains the same except that the application is now web-based.

Section 216.136(4)(a) was not changed when the process changed from manual to automated input. Thus, the receipt of a forecast for each district became the receipt of the software to generate the initial forecast. The statute was not changed when the legislative session was changed from an April start date to a March start date. The result was that school districts had less time to incorporate the Fourth Calculation FTE into the forecast for the next year.

The process timelines were based on Legislative sessions starting in April. Both the manual and automated processes require the current year Third Calculation FTE as the base for the initial forecast for the next year. The Third Calculation FTE was usually available on the first Monday after Thanksgiving until the past several years when it became available on the second Monday after Thanksgiving. The movement of the legislative start dates earlier and the longer processing time now required for FTE for the FEFP calculations has resulted in the process based on the legislative start date not matching when the appropriate data are available. The process timelines designed for an April start of the session are tight when the session begins in

March. When the session start is further moved to January the required legal timelines for the process are more difficult to meet. See Table 4.

Table 4. School District Request Process				
School District Request Process for 2011-12 and 2012-13				
	2011-12		2012-13	
Start of Legislative Session	January 10, 2012		March 6, 2013	
Legal Requirement s. 216.136(4)(a)	Required Date	Actual Date	Required Date	Actual Date
1. "Initial projections of enrollments in public schools shall be forwarded by the conference to each school district no later than 2 months prior to the start of the regular session of the Legislature."	No later than Nov. 10, 2011	About Dec. 1, 2011	No later than Jan. 6, 2013	Dec. 3, 2012
2. "Each school district may, in writing, request adjustments to the initial projections. Any adjustment request shall be submitted to the conference no later than 1 month prior to the start of the regular session of the Legislature and shall be considered by the principals of the conference."	Prior to Dec 10, 2011	December 9, 2011	Prior to Jan. 6, 2012	Dec. 14., 2012
3. "A school district may amend its adjustment request, in writing, during the first 3 weeks of the legislative session and such amended adjustment request shall be considered by the principals of the conference."	Before Jan. 31, 2011	Feb. 7, 2011	Before Mar. 27, 2013	Apr. 11, 2012
4. "The conference shall submit its full-time equivalent student consensus estimate to the Legislature no later than 1 month after the start of the regular session of the Legislature."	No later than Feb. 10, 2012	Feb. 24, 2012	No later than Apr. 6, 2013	Apr. 15, 2013

In conclusion, the earlier start date of the Regular Legislative Session, combined with the Florida Department of Education reporting surveys and Section 216.136(4)(a), Florida Statutes, causes the Education Estimating Conference to meet and prepare projections used for budgetary planning by the Governor’s Office and the Florida Legislature based on less complete information than in a normal cycle year. The funding decisions made for the upcoming budget year has a potential to be influenced by the less complete data about current year school enrollment and the state of the economic business cycle. Additionally, the schedule for school district input into the process becomes difficult to meet.

4) Cumulative FTE and CO FTE Enrollment Impacts:

Note: Impact is zero for actual reported FTE for 2016-17. The impact is on the 2016-17 forecast that will be made on a January 12, 2016 start date for the legislative session.

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

Graduation Requirements

HB 7031, Enrolled, Education

CS/CS/SB 850, Enrolled, Education

Bill sections covered:

HB 7031, Section 40, Lines 1283-1680

CS/CS/SB 850, Sections 19 and 20, Lines 2787-2848

CS/CS/SB 850, Section 33, Lines 3913-3914 and Lines 3930-4023

Effective Date:

HB 7031 - Upon Becoming Law - Signed by Governor on May 12, 2014

CS/CS/SB 850, Section 19 – July 1, 2015

All other Sections of CS/CS/SB 850 - Upon Becoming Law

1) Statement of current law and change:

a) Current Law:

Section 1003.4282, Florida Statutes, authorizes the substitution of industry certifications that lead to college credit for one science credit.

This statute does not allow for any other substitutions related to participation in industry certifications or satisfied by interscholastic sports.

To earn a standard high school diploma, students are required successfully complete an online course, excluding a driver education course.

Students who do not earn the required credits may be awarded a certificate of completion.

Section 1003.438, Florida Statutes, details special high school graduation requirements for certain exceptional students (students with disabilities). This section of law provides that nothing limits or restricts the right of an exceptional student solely to a special diploma or special certificate of completion. Furthermore, a student with a disability must be awarded a special diploma upon meeting a combination of state and district school board requirements. Each school board must develop procedures for ensuring that students may select and move between the special diploma options, if both options are provided by the school district and between courses of study leading to standard or special diplomas, as appropriate.

b) Change:

Section 40 of HB 7031 clarifies that industry certifications that lead to college credit may substitute for one science course, excluding Biology I. Additionally; industry certifications can substitute for one math course each, up to two math courses,

excluding Algebra I. The physical education requirement can be satisfied by participation in junior varsity or varsity interscholastic sports for two full seasons, if the student passes a competency test on personal fitness. Participation in marching band (or related class), dance, or 2 years participation in Reserve Officer Training Corps can satisfy up to one credit, except the adaptive physical education requirement under an Individual Education Plan (IEP) or 504 plan.

Students who are entitled to a certificate of completion may elect to remain in high school for up to one additional year to receive special instruction.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the credit will be transferred without the required end-of-course exam.

Additionally, Section 40 of HB 7031 outlines the graduation requirements of those who were entered grade 9 in 2013-14 and before.

Section 1003.438, Florida Statutes, is repealed by Section 19 of CS/CS/SB 850.

Section 1003.5716, Florida Statutes, is created by Section 20, CS/CS/SB 850. This section of the bill ensures "quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities." Planning is done via an IEP which must include statements of:

- i) Intent to pursue a standard high school diploma and a scholar or Merit designation.
- ii) Intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements.
- iii) Appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments.

Section 1003.4282(4), Florida Statutes is modified to authorize a virtual driver education course to satisfy the online course graduation requirement.

Section 1003.4282(10), Florida Statutes, is created by Section 33 of CS/CS/SB 850. Declaration shall be made regarding intent for the student with a disability to graduate from high school with either a standard high school diploma or a certificate of completion. However, a student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

This section provides additional opportunities for a student with a disability to satisfy the requirements for a standard high school diploma. These provisions apply to students entering grade 9 in the 2014-15 school year and thereafter.

In addition, this section of the bill provides a student who has a disability and for whom the Florida Alternate Assessment (FAA) is the most appropriate measure of the student's skills with the opportunity to satisfy the requirements for a standard high school diploma through the following:

- i) A combination of appropriate course substitutions, assessments, industry certifications and other options that meet the criteria established by State Board of Education rule.
- ii) A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics that are established in State Board of Education rule.

For a student with a disability for whom the IEP team determines that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills, the requirements may be met through documentation of the following:

- i) Completion of the minimum high school graduation requirements (including the number of course credits prescribed by rules of the State Board of Education).
- ii) Achievement of annual goals and short-term objectives for academic and employment competencies, industry certifications and occupational completion points verified by the IEP team.
- iii) Successful employment for a specified number of hours per week and payment of the minimum wage.
- iv) Mastery of academic and employment competencies, industry certifications and industry completion points verified by the IEP team, the employer and the teacher.

This section of the bill also provides for the development of a transition plan which specifies requirements. This plan is developed and signed by the student, parent, teacher and employer.

In addition, this section allows a student to defer receipt of the standard high school diploma under certain conditions. Also, a student with a disability that has received a certificate of completion may continue to receive services through age 21 years. Furthermore, any waiver of the statewide standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

2) Methodology:

- a) Description of Data and Sources (Listing of sources):
2012-13 Survey 5 data from the Florida Department of Education (FLDOE).

b) Assumptions (Key decisions by the analyst regarding unknowns):

The purpose of the bill was to clarify graduation requirements. Students without a standard high school diploma have been able to remain in school reported as FEFP FTE until the age of 22. The language in the bill was already in State Board of Education rule.

3) Analysis (Summary of major steps in producing the estimate):

The number of public school students with disabilities in FY 2012-13 that did not graduate high school in 4-years was 2,204. Since the bill language was already in rule, the effect on FTE will be 0.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

Note: Beginning in 2018-19, there may be a positive impact as new opportunities may encourage students to stay in the system longer to obtain the standard diploma. However, there may be a negative impact as students have more pathways to reach their goals sooner.

Industry Certifications

CS/CS/CS/HB 487, Enrolled, Agricultural Industry Certification

Bill section(s) covered:

CS/CS/CS/HB 487 Section 1, Lines 24-34

CS/CS/CS/HB 487 Section 2, Lines 43-54

CS/CS/CS/HB 487 Section 3, Lines 56-57, Lines 60-61 and Lines 68-75

CS/CS/CS/HB 487 Section 4, Lines 76-80

Effective Date:

July 1, 2014

1) Statement of current law and change:

a) Current Law:

Definition of industry certification and adoption of annual lists do not include a separate process or criteria for certifications tied to agricultural occupations.

b) Change:

The bill amends Section 570.07, Florida Statutes, as follows:

The Florida Department of Agriculture and Consumer Services will annually provide the Department of Education information and industry certifications for farm occupations for consideration on Industry Certification Funding List and the Postsecondary Industry Certification Funding List.

The bill amends Section 1003.492, Florida Statutes, as follows:

- i) Defines industry certifications used in this section as a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:
 - (a) Within an industry that addresses a critical local or statewide economic need;
 - (b) Linked to an occupation that is included in the workforce system's targeted occupation list; or
 - (c) Linked to an occupation that is identified as emerging
- ii) Defines criteria for industry certifications submitted pursuant to Section 507.07, Florida Statutes.
- iii) Added Florida Department of Agriculture and Consumer Services to the list of agencies responsible for approval of the list of industry certifications annually.

- 2) Methodology:
 - a) Description of Data and Sources (Listing of sources):
No calculation needed
 - b) Assumptions:
No impact on current method
- 3) Analysis (Summary of major steps in producing the estimate):
No FTE impact
- 4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

Military Charter School

CS/CS/HB 7015, Enrolled, Legislative

Bill sections covered:

CS/CS/HB 7015, Section 35, Lines 1342-1361

Effective Date:

July 1, 2014

1) Statement of current law and change:

a) Current Law:

Section 1002.33, Florida Statutes governs Florida's charter schools. Charter schools are nonsectarian public schools that operate under a performance contract with a sponsor, which is typically a school district. Florida law exempts charter schools from many laws and regulations applicable to traditional public schools to encourage the use of innovative learning methods. The terms and conditions for the operation of the school are set forth in a performance contract or "charter." A person or entity seeking to open a new charter school must submit an application to the school district, which must approve or deny the application. The law authorizes charter schools to give an enrollment preference to children of active duty military personnel. The law does not specifically address the establishment of charter schools on military installations.

b) Change:

Section 35 of the bill indicates that "it is the intent of the Legislature that a framework be established to address the needs of military children who, along with their families, face unique challenges due to the highly mobile nature of military service. In establishing this framework, military installation commanders are encouraged to collaboratively work with the Commissioner of Education to increase military family student achievement, which may include the establishment of charter schools on military installations."

2) Methodology:

a) Description of Data and Sources (Listing of sources):

An Internet search of public K-12 schools in Florida that may be located on military bases in the state and a determination if any are currently charter schools.

b) Assumptions (Key decisions by the analyst regarding unknowns):

Not able to obtain a complete listing of public schools on military bases from Florida Department of Education. As part of the Private School Annual Survey and the Annual Charter School Accountability Report, charter schools indicate a specialty area, which can be "military." However, this does not imply that the school is physically located on a military base.

3) Analysis (Summary of major steps in producing the estimate):

A cursory Internet search indicated that some Florida public schools are already located on military installations in the state and that at least one is a charter school. Since the ability for public schools, including charter schools, to be located on military installations in the state currently exists, the expected impact on FTE is 0.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

Performance Funding

CS/CS/SB 850, Enrolled, Career and Professional Education

Bill section(s) covered:

CS/CS/SB 850 Section 4, Lines 694-724

CS/CS/SB 850 Section 12, Lines 1021-1023 and Lines 1046-1077

CS/CS/SB 850 Section 13, Lines 1151-1216, Lines 1227-1231 and Lines 1248-1272

Effective Date:

Upon Becoming Law

1) Statement of current law and change:

a) Current Law:

Performance funding is provided through additional FTE student enrollment (also called Add-On FTE) for students who achieve a certain score on the Advanced Placement (AP) and International Baccalaureate (IB) examinations and students who successfully complete industry certifications. This FTE enrollment is not included in the unweighted FTE for either the FEFP calculation or for capital outlay. It is included in the weighted FTE for the FEFP calculations.

For high school students, the additional FTE enrollment for certifications earned while enrolled in a career-themed course not provided through dual enrollment is included in the subsequent year to the career education program. A value of 0.1 or 0.2 is assigned for each certification, based on weights adopted by the State Board of Education in accordance with the requirements in law. Middle school students earning eligible certifications were not fundable. The maximum additional FTE for any student is 0.3.

Additional performance funding is also provided through teacher bonuses for AP and IB instruction based on student examination scores.

Additional FTE is provided for a student who graduates in advance of the student's cohort. School districts report the unpaid FTE for such students. If a student was enrolled in the district of graduation for less than two years, the district of graduation also reports the unpaid FTE for the district of previous enrollment and the district of graduation transfers a proportionate share of the funds to the district of previous enrollment. There are caps for the amount of additional FTE for early graduation. These caps are .5 FTE for graduation one semester early, 1.0 FTE for one year or more early.

b) Change:

The bill amends Section 1011.62, Florida Statutes, as follows:

- i) Allows for funding of certifications earned by elementary, middle and high school students

- ii) Creates the following funding categories and funding weights in the FEFP:
 - (1) CAPE Digital Tools Certificates
 - (a) 0.025 FTE per certificate earned by students in elementary and middle school grades
 - (2) CAPE Industry Certifications
 - (a) 0.2 FTE for certifications with statewide articulation agreements
 - (b) 0.1 FTE for certifications without statewide articulation agreements
 - (3) CAPE Innovation Courses
 - (a) 0.3 FTE for student completion of the courses and the embedded certifications
 - (4) CAPE Acceleration Industry Certifications
 - (a) 0.5 FTE for certifications that articulate for 15 to 29 college credit hours
 - (b) 1.0 FTE for certifications that articulate for 30 or more college credit hours
- iii) Creates a cap of 0.1 for elementary and middle grades students for certificates and certifications earned within the same fiscal year
- iv) Removes the funding limitation of \$60 million annually
- v) Provides for teacher bonuses of \$50 for each student earning a certification with a weight of 0.2, 0.3, 0.5 and 1.0.
- vi) Removes the 0.3 funding cap for students in grades 9 through 12

Additional FTE for a student who graduates in advance of the student's cohort is .25 FTE for a student who graduates one semester early and .50 FTE for a student who graduates a year early. The provision remains unchanged for sharing funds with the previously enrolled district for students who are enrolled in the district of graduation for less than two years. This change is effective for the calculation of additional FTE for the 2014-15 Florida Education Finance Program.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

2014-15 FTE for FEFP Calculation 3 and 4
 2015-16 FTE for FEFP Calculation 3 and 4

b) Assumptions:

The teacher bonuses for successful IB and AP exam scores and for successful industry certifications will not affect the level of additional FTE.

3) Analysis (Summary of major steps in producing the estimate):

The bonus FTE components of the bill will have a minimal fiscal impact for the 2014-2015 fiscal year because there is a one-year lag between a student earning bonus FTE and funds disbursement for the bonus. The removal of the cap of 0.3 for high school students and provisions allowing additional FTE for middle school students are expected to increase the weighted FTE for the 2014-15 FEFP calculation.

The change in weights for the CAPE Acceleration Industry Certification would not take effect until the 2015-16 fiscal year.

The change in the weights for the CAPE innovation courses will probably not take effect until the 2016-17 fiscal year and beyond.

The effect of the new Florida Digital Tool certificates for elementary and middle grades students would not take effect until the 2015-16 fiscal year.

Additional bonuses earned in the 2014-2015 fiscal year would not be paid until the 2015-2016 fiscal year.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
Weighted FTE	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate	Positive Indeterminate
CO FTE	0.00	0.00	0.00	0.00

Personal Learning Scholarship

CS/CS/SB 850, Enrolled, Education

HB 5001, General Appropriations Act

Bill(s) and section(s) covered:

CS/CS/SB 850, Section 16, Lines 1488-1993

HB 5001, Line Item 110

Effective Date:

CS/CS/SB 850 - Upon Becoming Law

HB 5001 - July 1, 2014

1) Statement of current law and change:

a) Current Law:

No current legislation that includes personal learning scholarship accounts.

b) Change:

Section 16 of CS/CS/SB 850 establishes a new scholarship program for the purposes of a parent better meeting the individual education needs of their eligible child. The parent can apply to an eligible nonprofit scholarship funding organization to participate in the program if their student:

- i) resides in Florida,
- ii) is eligible to enroll in grades Kindergarten through 12,
- iii) has been diagnosed disability (autism, cerebral palsy, down syndrome, intellectual disability, Prader-Willi syndrome, Spina bifida, high risk kindergarteners and Williams syndrome) or has an IEP with diagnosis listed.

For the 2014-15 school year, nonprofit scholarship-funding organizations may enroll parents on a rolling scheduling on a first come, first serve basis, within the amount of the General Appropriations Act (\$18.4 million). Starting in January 2015, parents will have until February 1st before the next school year to apply.

A student is not eligible to participate while they are enrolled in a public school (including virtual and charter), Department of Juvenile Justice, or receiving any other scholarship (including Florida Tax Credit or McKay Scholarships).

Funds may be used towards applied behavior analysis; specialized services provided by approved provider; medical licensed provider; or approved speech-language pathologists, occupational therapists, or physical therapist; instructional materials; curriculum; approved specialized devices; tuition or fees associated with enrollment in a private school or postsecondary institution (including tutoring and private virtual education); fees for standardized achievement tests, advanced placement exams,

industry certification examinations, assessments related to postsecondary education, or other assessments; contributions to the student’s Florida Prepaid College Program account and contracted services provided by a public school.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

Agency for Persons with Disabilities (APD) offers a home/community based waiver for persons of all ages. They have 5,467 school aged participants (5-21 years old) and 10,352 school aged applicants that are waitlisted. The average number of Medicaid eligible children receiving Applied Behavior Analysis services monthly for the period July 2013 through April 2014 was 1,916. Children on the APD waiver wait list can receive Medicaid fee-for-service services while in wait status.

b) Assumptions:

The APD’s eligibility requirements are similar to that of this bill, potentially attracting many of those who are waitlisted or receiving services through APD’s waiver. Additionally, even more students may be in home or private education that would qualify for the Personal Learning Scholarship, however, due to the overall size of APD’s waitlist (20,000) they decided against applying.

3) Analysis (Summary of major steps in producing the estimate):

There will likely be a negative indeterminate effect on FTE due to students leaving public education to be eligible for and receive the Personal Learning Scholarship.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate
CO FTE	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate	Negative Indeterminate

Promotion / Retention

CS/CS/SB 850, Enrolled, Education

HB 7031, Enrolled, Education

Bill sections covered:

CS/CS/SB 850, Section 22, Lines 2895-2901, Lines 2909-2917 and Lines 2942-2946

HB 7031, Section 37, Lines 1186-1232

Effective Date:

CS/CS/SB 850 - Upon Becoming Law

HB 7031 - July 1, 2014

1) Statement of current law and change:

a) Current Law:

Section 1008.25, Florida Statutes outlines the process for public school student progression, remedial instruction and reporting requirements. Currently a student must be given intensive reading instruction immediately following the identification of the reading deficiency resulting from either assessments in kindergarten through grade 3 or through teacher observations. The student must be retained if the reading deficiency is not remedied by the end of grade 3.

The parent of a student with a substantial deficiency must be notified in writing that the student has a substantial deficiency in reading; current services; proposed supplemental instruction services and supports; retention policies; strategies for parents; determination tools; and criteria and policies for mid-year promotion. The law also outlines that promotion is not to be for social reasons; however there are limited good cause exemptions. Currently, one of the good cause exemptions is that a student who has received intense remediation in reading and English Language Arts cannot be retained more than twice in kindergarten through grade three.

Section 1003.4156, Florida Statutes authorizes a middle school student to earn high school credit for Algebra I or Geometry, if they pass a statewide, standardized assessment beginning in the 2012-13 school year.

b) Change:

CS/CS/SB 850 allows the parent of a third grade student who is at risk of retention to request that the school immediately start compiling a portfolio. The bill also adds that a student that qualifies for a good cause exemption and promoted to grade 4 shall be provided with intensive reading instruction and intervention.

CS/CS/SB 850 also creates a new good cause exemption, by prohibiting a student from being in grade 1, grade 2, or grade 3 for a total of two years if they received intensive

reading intervention for two or more years, but still demonstrates a deficiency in reading.

Section 16 of HB 7031 establishes a new requirement for a middle school student to receive high school credit for Algebra I or Geometry starting in 2013-14, specifying the student must pass the statewide, standardized Algebra I or Geometry end of course assessment, respectively. The end of course assessment will count towards 30 percent of the student's final grade.

If a student transfers into the state's public school system after the beginning of the second term of grade 8, they are not required to meet the civics education requirement for promotion, if they have credit for three courses or two-year long courses in social studies which include civics education.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

Florida Legislative Office of Economic and Demographic Research, October 20, 2011 presentation, Education Budget: Update from Supporting Conferences.

b) Assumptions (Key decisions by the analyst regarding unknowns):

If a student doesn't pass an end of course exam, they will earn middle school credit for the math course and can retake the end of course exam at a later date.

3) Analysis (Summary of major steps in producing the estimate):

The 2002 Florida Legislature passed a law that changed the retention policy of students in that "Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3 as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained" and also "That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause."

Grade Three Students Not Promoted to Grade Four

---Point in Time Counts---

Year	Number of Students Retained
2001-2002	6,435
2002-2003	27,713
2003-2004	23,348
2004-2005	20,121
2005-2006	14,151
2006-2007	16,676
2007-2008	13,666
2008-2009	13,340
2009-2010	12,223

Source: <http://www.fldoe.org/eias/eiaspubs/default.asp>

Prior analysis of the effect on 2012-13 enrollment of the Non-Promotion policy implemented in 2002-2003 indicated that there were 27,713 students that were retained in grade 3 at the end of 2002-03. In that year, some of the students would have been retained without the change in the non-promotion policy. In addition, some of them would have been retained later in grades 4-11 if they had not been retained in 2002-03. By the 2011-12 school year:

- a) Some of the students left Florida public schools to move out-of-state or
- b) go to private or home education;
- c) Some of the students left education before graduation;
- d) Some of the students were retained at least one other year;
- e) Some of the students caught up with their age cohort.

The effect of the 2002-2003 non-promotion policy on 2012-13 enrollment is that the group of students who were retained and would have been expected to graduate in 2011-12, if the policy had not been implemented, graduated in 2012-13. The estimate of this group of students is 2,542.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

Single-Gender Public School Programs

CS/HB 313, Enrolled, Single-Gender Public School Programs

Bill section(s) covered:

CS/HB 313, Section 1, Lines 26-40

Effective Date:

July 1, 2014

1) Statement of current law and change:

a) Current Law:

Section 1002.311, Florida Statutes, authorizes single-gender classes, extracurricular activities and schools; however, participation is not required by any student.

a) Change:

Section 1 of CS/HB 313 requires elementary, middle and high single-gender schools to separate grade level core classes into boys-only and girls-only. Enrollment is open to all students within the district. The staff must participate in professional development and provide to FLDOE an academic performance report, comparing the gender specific school to other appropriate public schools in the district.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

Further search on the internet suggests that there are 54 gender-specific schools in Florida (Orlando Sentinel). Examples given in the article were confirmed as reporting FTE in the 2013-14 FEFP Fourth calculation.

b) Assumptions:

New legislation clarifying open enrollment and core class requirements would not affect the number of schools or increase/decrease gender-specific school openings in the future.

3) Analysis (Summary of major steps in producing the estimate):

None

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	0.00	0.00	0.00	0.00
CO FTE	0.00	0.00	0.00	0.00

Tax Credit Scholarships

CS/CS/SB 850, Enrolled, Education

Bill section covered:

CS/CS/SB 850, Section 17, Lines 1994-2779

Effective Date:

Upon Becoming Law

1) Statement of current law and change:

a) Current Law:

Section 1002.395, Florida Statutes, provides for state tax credits for contributions to nonprofit scholarship funding organizations (SFOs). The SFO then awards scholarships for children from families with limited financial resources to attend private schools.

A student is eligible to receive a scholarship if the student:

- i) Qualifies for free or reduced-price lunches under the National School Lunch Act or is on the direct certification list and
- ii) Was counted as a FTE student during the previous fiscal year,
- iii) Received a scholarship in the previous fiscal year, or
- iv) Is eligible to enter kindergarten through grade five,
- v) Was placed in foster care during the current or previous fiscal year,
- vi) Is a sibling residing in the same household of a student who is continuing in the scholarship program as long as the family household income does not exceed 230 percent of the federal poverty level,

Students may continue in the scholarship program as long as the student's household income does not exceed 230 percent of the federal poverty level.

The maximum scholarship amount can vary annually. For each year that the amount of tax credits awarded reaches 90 percent of the maximum cap, the cap is raised 25 percent and the percentage of the scholarship amount is of the unweighted FTE funding amount is increased by 4 percentage points until the percentage reaches 80 percent.

The maximum scholarship amount is reduced if the family household income is equal to or greater than 200 percent of the federal poverty level. The reduction is:

- i) 25 percent if the household income is equal to or greater than 200 percent and less than 215 percent and
- ii) 50 percent if the household income is equal to or greater than 215 percent and less than 230 percent.

b) Change:

For the 2014-15 and 2015-16 school years, a student is eligible to receive a scholarship if the student:

- i) Qualifies for free or reduced-price lunches under the National School Lunch Act or is on the direct certification list or
- ii) Was placed in foster care or out-of-home care during the current or previous fiscal year.

For the 2014-15 and 2015-16 school years, a student receiving a scholarship remains eligible if the student's household income does not exceed 230 percent of the federal poverty level.

Beginning in the 2016-17 school year, a student is eligible to receive a scholarship if the student:

- (i) Is on the direct certification list or if the student's household income does not exceed 185 percent of the federal poverty level; or
- (ii) Was placed in foster care or out-of-home care during the current or previous fiscal year; or
- (iii) The student's household income is greater than 185 percent, but does not exceed 260 percent of the federal poverty level.

A student who initially receives a scholarship based on the foster care or out-of-home care eligibility requirements remains eligible until the student graduates from high school or reaches age 21, whichever comes first, regardless of the student's household income level. Also beginning in 2016-17, the SFOs are to give priority to new applicants whose family household income does not exceed 185 percent of the federal poverty level or who are in foster care or in out-of-home care.

Students who are in foster or out-of home care may apply for a scholarship at any time.

Beginning in 2016-17, the maximum scholarship amount is set at 82 percent of the unweighted FTE funding amount.

Beginning in 2016-17, the maximum scholarship amount reduction for family household incomes equal to or greater than 200 percent of the federal poverty level is changed.

The new reduction percentages will be:

- i) 12 percent if the household income is equal to or greater than 200 percent and less than 215 percent.
- ii) 26 percent if the household income is equal to or greater than 215 percent and less than 230 percent.
- iii) 40 percent if the household income is equal to or greater than 230 percent and less than 245 percent and
- iv) 50 percent if the household income is equal to or greater than 245 percent and less than 260 percent.

The bill also provides for the inclusion of state universities and selected independent colleges and universities as eligible organizations to be a Scholarship Funding Organization and for an annual report of the performance of participating students.

2) Methodology:

a) Description of Data and Sources (Listing of sources):

i) Florida Tax Credit Scholarship Program Quarterly Report, February 2014, published and unpublished data:

(1) http://www.floridaschoolchoice.org/Information/CTC/quarterly_reports/ftc_report_feb2014.pdf for published data

(2) Excel workbook provided by Step Up For Students for unpublished data

b) Assumptions (Key decisions by the analyst regarding unknowns):

i) Tax credits approved will equal the tax credit cap each year.

ii) Remittances are assumed to be equal to the cap each year.

iii) FEFP dollars per student beyond for 2015-16 and later is held to the 2014-15 level.

iv) The grade distribution of tax credit scholarships will stay the same as the 2013-14 level.

v) First time recipient scholarships will make up the same percentage of total scholarships as in 2013-14.

vi) Additional assumptions provided in analysis section.

3) Analysis (Summary of major steps in producing the estimate):

The analysis includes three changes:

a) Removing public school enrollment as eligibility requirement in grades 6-12.

b) Changing the eligibility and scholarship awards for continuation if family income increases.

c) Increasing the percentage that the maximum scholarship award is of the FEFP dollars per unweighted FTE.

Removing public school enrollment as eligibility requirement in grades 6-12

	Total Students	Continuing From Prior Year	First Time Recipient Scholarships	First Time Recipient Scholarships Not Eligible if Prior Public School was Required	Total Scholarships for Add-On Siblings and Foster Care
	(1)	(2)	(3)	(4)	(5)
KG	9,754	159	9,595		2,493
Grade 1	8,424	6,346	2,078		266
Grade 2	7,107	5,477	1,630	581	95
Grade 3	6,332	4,896	1,436	445	85
Grade 4	5,728	4,379	1,349	443	92
Grade 5	5,123	3,938	1,185	394	114
Grade 6	4,590	3,416	1,174		93
Grade 7	3,580	2,877	703		81
Grade 8	2,864	2,360	504		59
Grade 9	2,212	1,553	659		94
Grade 10	1,697	1,366	331		76
Grade 11	1,372	1,126	246		46
Grade 12	990	897	93		14
Total	59,773	38,790	20,983		3,608
Grades 2-5	24,290	18,690	5,600	1,863	386

In 2011-12 a student receiving a scholarship as a first time recipient had to have been in a public school the previous year unless the student was in foster care, a sibling of a student receiving a scholarship, or was entering kindergarten or grade 1.

At the beginning of the Tax Credit Scholarship program, it was assumed that 5 percent of the students entering kindergarten and grade 1 would have entered private school anyway or would have been educated at home if this program was not available. Thus, the percentage of scholarships that can be counted for FEP savings (FS) was 95 percent for kindergarten and grade one and consequently for all students as the kindergarten and grade one students moved through the system. In 2012-13 the percentage counted for FEP savings changed when the first time recipient scholarships in grades 2-6 no longer required prior public school enrollment. The first time recipient scholarships not eligible if prior public school enrollment was required is the sum of the scholarships given to students who were in private school, in home education, or in a school out-of-state in the year before the scholarship was awarded. Table 2 shows various percentages calculated on Table 1 data.

	Percentage of Total All Grades			Percentage of Grade Total Students			First Time Recipient Scholarship Not Eligible if Prior Public School was Required	First Time Recipient Scholarship Eligible if Prior Public School was Required	Percentage First Time Recipient Scholarship Not Eligible If Prior Public School was Required is of First Time Recipient Scholarships
	Total Students	Continuing From Prior Year	First Time Recipient Scholarships	Continuing From Prior Year	First Time Recipient Scholarships	First Time Recipient Scholarships Not Eligible if Prior Public School was Required			
	(1)	(2)	(3)	(4)	(5)	(6)		(7)	
KG	16.3%	0.4%	45.7%	1.6%	98.4%				
Grade 1	14.1%	16.4%	9.9%	75.3%	24.7%				
Grade 2	11.9%	14.1%	7.8%	77.1%	22.9%	8.2%	91.8%	35.6%	
Grade 3	10.6%	12.6%	6.8%	77.3%	22.7%	7.0%	93.0%	31.0%	
Grade 4	9.6%	11.3%	6.4%	76.4%	23.6%	7.7%	92.3%	32.8%	
Grade 5	8.6%	10.2%	5.6%	76.9%	23.1%	7.7%	92.3%	33.2%	
Grade 6	7.7%	8.8%	5.6%	74.4%	25.6%				
Grade 7	6.0%	7.4%	3.4%	80.4%	19.6%				
Grade 8	4.8%	6.1%	2.4%	82.4%	17.6%				
Grade 9	3.7%	4.0%	3.1%	70.2%	29.8%				
Grade 10	2.8%	3.5%	1.6%	80.5%	19.5%				
Grade 11	2.3%	2.9%	1.2%	82.1%	17.9%				
Grade 12	1.7%	2.3%	0.4%	90.6%	9.4%				
Total	100.0%	100.0%	100.0%	100.0%	100.0%				
Grades 2-5						7.7%	92.3%	33.3%	

Note using Table 2 data:

- a) The elementary grades have 71 percent of the scholarships, the middle school grades, 18.5 percent; the high school grades, 10.5 percent.
- b) 45.7 percent of the first time recipient scholarships are in Kindergarten.
- c) 33.3 percent of the first time recipient scholarships in grades 2-5 would not have been eligible to receive a scholarship if the prior public school enrollment had been required.
- d) FEFP savings (FS) scholarships are 66.7 percent (100 percent minus 33.3 percent) of the grades 2-5 first time recipient scholarships.

The analysis assumes:

- a) The above relationships remain through 2017-18 under both the baseline and change scenarios.
- b) The first time recipient scholarships now eligible due to the bill will make up 33.3 percent of the first time recipient scholarships.

- c) The FS scholarships make up 66.7 percent of the first time recipient scholarships.
- d) The continuing scholarships entering a grade have the same distribution as the distribution of the grade prior.

As of May 28, 2014, at 10:30 am, 64,265 scholarships had been awarded for the 2014-15 school year: 20,211 first time recipient scholarships; 44,054 renewals. The relationship of funded scholarships to awarded scholarships in February 2014 was 91.7 percent for renewal scholarships and 74.4 percent for first time recipient scholarships. Multiplying the awarded scholarships by the ratio of awarded to funded gives estimates that the 55,435 of the 64,265 scholarship awards will be funded (40,397 renewal; 15,038 first time recipient). These already awarded scholarships have been awarded using the current law. Thus, some of the 2014-15 scholarships will be awarded using the current eligibility and the remainder using the new eligibility.

2014-15 Scholarships Already Awarded as of 10:30 am, May 28, 2014									
Grade	First Time Recipient	Renewal	Total	Estimated Funded			2014-15 Total Scholarships (From Table 6)	Factors	
				First Time Recipient	Renewal	Total		Already Awarded	Yet to be Awarded
K	9,208	49	9,257	6,851	45	6,896	11,550	59.7%	40.3%
1	1,651	7,348	8,999	1,228	6,738	7,966	9,977	79.8%	20.2%
2	1,622	6,455	8,077	1,207	5,919	7,126	8,417	84.7%	15.3%
3	1,482	5,517	6,999	1,103	5,059	6,162	7,499	82.2%	17.8%
4	1,313	4,845	6,158	977	4,443	5,420	6,784	79.9%	20.1%
5	985	4,322	5,307	733	3,963	4,696	6,067	77.4%	22.6%
6	1,170	3,828	4,998	870	3,510	4,380	5,436	80.6%	19.4%
7	669	3,486	4,155	498	3,197	3,695	4,240	87.1%	12.9%
8	588	2,643	3,231	437	2,424	2,861	3,392	84.3%	15.7%
9	660	1,882	2,542	491	1,726	2,217	2,620	84.6%	15.4%
10	407	1,550	1,957	303	1,421	1,724	2,010	85.8%	14.2%
11	287	1,145	1,432	214	1,050	1,264	1,625	77.8%	22.2%
12	169	984	1,153	126	902	1,028	1,172	87.7%	12.3%
Total	20,211	44,054	64,265	15,038	40,397	55,435	70,789	78.3%	21.7%

Percentages for FS scholarships are computed using the formula in the box below. Computed baseline percentages are shown in Table 4. Table 5 shows the computed FS scholarship percentages under the change in eligibility for grades 6-12. The percentages for 2014-15 are adjusted for the fact that many scholarships have already been awarded using current eligibility.

Calculation of FEFP Saving Percentage Formula and Examples

Formula 1 for Baseline beginning in 2014-16 and for Change beginning in 2015-16

Grade Percentage=

(Previous Year FSP for Prior Grade *Percent Continuing) + (Percent FSP of First Time Recipient Scholarships* Percent First Time Recipient)

Percent FSP of First Time Recipient Scholarships is 66.7% for baseline grades 2-5 and change grades 2-12.

Percent FSP of First Time Recipient Scholarships is 100% for baseline grades 6-12.

Grade 2, 2012-13 = $(95.0\% * 77.1\%) + (66.7\% * 22.9\%) = 88.5\%$

Grade 3, 2013-14 = $(88.5\% * 77.3\%) + (66.7\% * 22.7\%) = 83.6\%$

Grade 4, 2014-15 = $(83.6\% * 76.4\%) + (66.7\% * 23.6\%) = 79.6\%$

Note: that this formula is valid as the final percentage for 2014-15 change grades 6-12. However, it is computed as an intermediate step in calculating Formula 2 below.

Formula 2 for 2014-15 Change for grades 6-12

Grade Percentage=

Formula 1 Baseline Percentage* Percent Already Awarded + Formula 1 Change Percentage* Percent Not Yet Awarded

Grade 6, 2014-15 = $83.3\% * 80.6\% + 79.1\% * 19.4\% = 82.5\%$

Percentage for Total, all Grades

The percentage for the Total is a weighted average of the grade percentages. The weights are the percentages that the grade total scholarships are of the total scholarships (column (1) in Table 2). The total percentage is the value that is used in rows 10 and 22 of Table 6.

Note

Calculated percentages are not rounded until the last step in the analysis. Differences calculated between the baseline and change displayed percentages may differ from the differences calculated on the unrounded percentages.

Grade Level	2011-2012 and earlier	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
KG	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
1st	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
2nd	95.0%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%
3rd	95.0%	88.6%	83.6%	83.6%	83.6%	83.6%	83.6%
4th	95.0%	88.3%	83.4%	79.6%	79.6%	79.6%	79.6%
5th	95.0%	88.5%	83.3%	79.6%	76.6%	76.6%	76.6%
6th	95.0%	95.0%	88.5%	83.3%	79.6%	76.6%	76.6%
7th	95.0%	95.0%	95.0%	88.5%	83.3%	79.6%	76.6%
8th	95.0%	95.0%	95.0%	95.0%	88.5%	83.3%	79.6%
9th	95.0%	95.0%	95.0%	95.0%	95.0%	88.5%	83.3%
10th	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	88.5%
11th	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
12th	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Total	95.0%	92.3%	90.4%	88.9%	87.8%	86.8%	86.1%

Grade Level	2011-2012 and earlier	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
KG	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
1st	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
2nd	95.0%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%
3rd	95.0%	88.6%	83.6%	83.6%	83.6%	83.6%	83.6%
4th	95.0%	88.3%	83.4%	79.6%	79.6%	79.6%	79.6%
5th	95.0%	88.5%	83.3%	79.6%	76.6%	76.6%	76.6%
6th	95.0%	95.0%	88.5%	82.5%	76.3%	74.1%	74.1%
7th	95.0%	95.0%	95.0%	87.9%	79.4%	74.4%	72.6%
8th	95.0%	95.0%	95.0%	94.2%	84.2%	77.2%	73.0%
9th	95.0%	95.0%	95.0%	93.7%	86.0%	79.0%	74.0%
10th	95.0%	95.0%	95.0%	94.2%	88.4%	82.3%	76.6%
11th	95.0%	95.0%	95.0%	93.9%	89.3%	84.5%	79.5%
12th	95.0%	95.0%	95.0%	94.7%	91.3%	87.2%	82.9%
Total	95.0%	92.3%	90.4%	88.7%	86.4%	84.9%	84.1%
Total Change from Baseline				-0.2%	-1.4%	-1.9%	-2.0%

Changing the eligibility and scholarship awards for continuation if family income increases

The income eligibility for continuing with a scholarship and the scholarship reduction percentages changes beginning in 2016-17 and two new income categories were added for eligibility. In 2013-14, 98.1 percent of the scholarships were at the full rate. Scholarships reduced 25 percent made up 1.2 percent and those reduced 50 percent made up .7 percent. These reductions percentages of 25 percent and 50 percent were changed to 12 percent and 25 percent respectively under the bill. The effect on the average scholarship award would be close to what the effect would be if the those groups constituted .62 percent and .35 percent of the scholarships in 2013-14. That effect would be to increase the average scholarship award rate from 93.0 percent to 93.7 percent. Assuming the new categories add .3 percent, the average scholarship award is estimated to be 94 percent beginning in 2016-17.

Increasing the percentage that the maximum scholarship award is of the FEFP dollars per unweighted FTE

The scholarship percentage of FEFP dollars per unweighted FTE changes from 80 percent to 82 percent beginning in 2016-17. Since the tax scholarship cap did not change, that means that fewer scholarships can be funded with the remittances since the average scholarship award will increase. It is assumed that this reduction in scholarship will affect FS savings and non-FS savings scholarship proportionally.

Table 6 shows the combined annual impacts of the three changes. Impacts in the next section are cumulative impacts.

Table 6. Baseline and Change Analysis						
1	Baseline	2013-14	2014-15	2015-16	2016-17	2017-18
2	FY Total Remittances	\$286.25M	\$357.81M	\$447.27M	\$559.08M	\$698.85M
3	Remittances less 3% Adm. Cost	\$277.66M	\$347.07M	\$433.85M	\$542.31M	\$677.89M
4	FEFP dollars/UFTE	\$6,778.86	\$6,937.23	\$6,937.23	\$6,937.23	\$6,937.23
5	Scholarship Percentage of FEFP dollars/UFTE	72%	76%	80%	80%	80%
6	Max Scholarship award	\$4,880	\$5,272	\$5,550	\$5,550	\$5,550
7	Scholarship Award Factor	93%	93%	93%	93%	93%
8	Average Scholarship award	\$4,538	\$4,903	\$5,162	\$5,162	\$5,162
9	Scholarships that can be funded with remittances	61,186	70,789	84,046	105,058	131,323
10	Percentage of Scholarships for FEFP savings	90.4%	88.9%	87.8%	86.8%	86.1%
11	FEFP savings Scholarships	55,312	62,931	73,792	91,190	113,069
12	Not FEFP Savings Scholarships	5,874	7,858	10,254	13,868	18,254
13	Change	2013-14	2014-15	2015-16	2016-17	2017-18
14	FY Total Remittances	\$286.25M	\$357.81M	\$447.27M	\$559.08M	\$698.85M
15	Remittances less 3% Adm. Cost	\$277.66M	\$347.07M	\$433.85M	\$542.31M	\$677.89M
16	FEFP dollars/UFTE	\$6,778.86	\$6,937.23	\$6,937.23	\$6,937.23	\$6,937.23
17	Scholarship Percentage of FEFP dollars/UFTE	72%	76%	80%	82%	82%
18	Max Scholarship award	\$4,880	\$5,272	\$5,550	\$5,689	\$5,689
19	Scholarship Award Factor	93%	93%	93%	94%	94%
20	Average Scholarship award	\$4,538	\$4,903	\$5,162	\$5,348	\$5,348
21	Scholarships that can be funded with remittances	61,186	70,789	84,046	101,404	126,755
22	Percentage of Scholarships for FEFP savings	90.4%	88.7%	86.4%	84.9%	84.1%
23	Scholarships for FEFP savings	55,312	62,790	72,616	86,092	106,601
24	Not FEFP Savings Scholarships	5,874	7,999	11,430	15,312	20,154
25	Difference	2013-14	2014-15	2015-16	2016-17	2017-18
26	FY Total Remittances	-	-	-	-	-
27	Remittances less 3% Adm. Cost	-	-	-	-	-
28	FEFP dollars/UFTE	-	-	-	-	-
29	Scholarship Percentage of FEFP dollars/UFTE	-	-	-	-	-
30	Max Scholarship award	-	-	-	\$139	\$139
31	Scholarship Award Factor	-	-	-	1%	1%
32	Average Scholarship award	-	-	-	\$186	\$186
33	Scholarships that can be funded with remittances	-	-	-	(3,654)	(4,568)
34	Percentage of Scholarships for FEFP savings	0.0%	-0.2%	-1.4%	-1.9%	-2.0%
35	Cumulative Scholarships for FEFP savings	-	(141)	(1,176)	(5,098)	(6,468)
35a	Annual Change in Scholarships for FEFP savings	-	(141)	(1,035)	(3,922)	(1,370)
36	Cumulative Not FEFP Savings Scholarships	-	141	1,176	1,444	1,900
36a	Annual Change in Not FEFP Savings Scholarships	-	141	1,035	268	456

A decrease in the FEEP Savings scholarships would increase the FTE by the same amount. Most, if not all of the impact would be for students in traditional school setting since the schools not in COFTE include charter schools and virtual instruction which are likely to have very few students dissatisfied with public education. Also not in COFTE are the Department of Juvenile Justice students who do not have the choice to take a scholarship. Thus, the COFTE impact would be the same as the FTE impact.

4) Cumulative FTE and CO FTE Enrollment Impacts:

	Cumulative Adopted Fiscal Year Impacts			
	2014-15	2015-16	2016-17	2017-18
FTE	141.00	1,176.00	5,098.00	6,468.00
CO FTE	141.00	1,176.00	5,098.00	6,468.00

Notes

Cumulative Weighted FTE impacts may be included for selected bills or groups of bills. Weighted FTE line will be filled in depending upon bill / section analyzed. The pre-Conference report will have the Proposed Impact. The final document will have the Adopted Impact.