



PreK-12 Appropriations Subcommittee

**Thursday, January 27, 2022
11:30 AM – 1:30 PM
Reed Hall (102 HOB)**

Meeting Packet

**Chris Sprowls
Speaker**

**Randy Fine
Chair**

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Appropriations Subcommittee

Start Date and Time: Thursday, January 27, 2022 11:30 am

End Date and Time: Thursday, January 27, 2022 01:30 pm

Location: Reed Hall (102 HOB)

Duration: 2.00 hrs

Consideration of the following bill(s):

HB 447 Required Instruction in the History of African Americans by Trabulsy
HB 599 Upgrades to Education Facilities as Emergency Shelters by Casello
HB 1199 Funding for School Readiness Program by Grall

Consideration of a Consent Agenda that includes the following Appropriation Project Bills:

HB 2179 In School Music Program and Music Grants by Bartleman
HB 2399 Panhandle Holocaust Education & Teacher Training Center by Tant
HB 2463 Straz Center and Patel Conservatory Master Plan Expansions by Toledo
HB 2687 City of Hialeah Educational Academy (COHEA) Expansion by Fabricio
HB 2715 Muzology by Latvala
HB 2765 Youth Of Valor Empowerment (Y.O.V.E.) Program by Woodson
HB 2961 The Florida Orchestra: Music Education for All by Latvala
HB 2965 Holocaust Memorial Miami Beach by Grieco
HB 3017 Health Information Project Support by Duran
HB 3073 Fort Meade Community Athletic Courts by Bell
HB 3099 Mentoring, Career Training & Workforce Development for At-Risk Women & Girls by Rizo
HB 3193 Aviate Lake by Truenow
HB 3223 Ari J. Arteaga Foundation - BE THE LIGHT Scholarships by Fernandez-Barquin
HB 3455 After-School All-Stars by Fernandez-Barquin
HB 3771 Sarasota Academy of the Arts Student Success Plan Project by McFarland
HB 3779 General Operating Support for Educational Programming by Valdés
HB 3855 Junior Achievement of South Florida Youth Workforce Program by Hunschofsky
HB 3859 Code/Art Computer Coding Program by Hunschofsky
HB 3919 Freeport High School - Aquaculture Marine Academy Program by Drake
HB 3965 Joshua's House Foundation Bilingual Behavioral, Technical and Academic Special by Morales
HB 4019 Family Program Support Network by Aloupis
HB 4043 Breakthrough Miami by Aloupis
HB 4111 Fortlo Academy - After School Program by Bush
HB 4149 Excelling Eagles After School Assistance Program by Bush
HB 4233 STEM Education Program at the Grand Avenue Center by Brown
HB 4319 Florida State University Schools Campus Expansion by Tant
HB 4327 Summer Enrichment Program by Williams
HB 4451 The Family Cafe by Plakon
HB 4475 Academic Advancement Zone by Duggan
HB 4479 READ USA Book Choice and Ownership Program by Duggan
HB 4503 Pinellas County - Pinellas County Schools Joint Use Recreation Facility by DiCeglie

NOTICE FINALIZED on 01/25/2022 4:06PM by ady

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Appropriations Subcommittee

Start Date and Time: Thursday, January 27, 2022 11:30 am

End Date and Time: Thursday, January 27, 2022 01:30 pm

Location: Reed Hall (102 HOB)

Duration: 2.00 hrs

HB 4557 HSU Educational Foundation - Proposal for Non-public CTE Certification Pilot Program by Maney

HB 4627 Vets in Class - Guest Lecturer to Substitute Teacher Pilot Program by Giallombardo

HB 4673 NEFL 21st Century Workforce Development Program by Stevenson

HB 4689 Certified Teens by Davis

HB 4709 Putnam County Schools Construction Academy by Payne

HB 4723 Wayman Academy of the Arts by Davis

HB 4823 Foundation for Community Driven Innovation - STEAM Education Program by Driskell

HB 4923 Future Career Academy (FCA) by McClure

HB 4965 Canes Construction Academy - Citrus High School - Citrus County by Massullo

HB 9015 Tallahassee Lighthouse At-Risk Mentorship Program by Alexander

HB 9219 STEM Teaching, Application, Rigor and Training (START) by Plakon

HB 9257 Florida's Hands-On STEM (Student & Teacher Pilot Program) by Bell

HB 9367 Liberty County School District School Bus Replacement by Shoaf

HB 9369 Hosford School / Tolar School Intercom Upgrades by Shoaf

HB 9387 Taylor County School District Safe and Secure Schools Electronic Access Control Key System by Shoaf

Shoaf

For information about attending or testifying at a committee meeting, please see the "Visiting the House" tab at www.myfloridahouse.gov.

NOTICE FINALIZED on 01/25/2022 4:06PM by ady

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 447 Required Instruction in the History of African Americans

SPONSOR(S): Trabulsy and others

TIED BILLS: None **IDEN./SIM. BILLS:** SB 1516

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|---|-----------|---------|--|
| 1) Secondary Education & Career Development Subcommittee | 16 Y, 0 N | Cohen | Sanchez |
| 2) PreK-12 Appropriations Subcommittee | | Bailey | Potvin |
| 3) Education & Employment Committee | | | |

SUMMARY ANALYSIS

Chapter 1003.42 F.S. outlines the required instructional topics for public education, including the history of the Declaration of Independence, the Constitution of the United States and the Bill of Rights, kindness to animals, the study of women's and Hispanic contributions to the United States, the history of the Holocaust, and the history of African Americans.

Instruction on the history of African Americans must include the history of Africans prior to development of slavery, the passage to America, the experience of slaves, the abolition of slavery, and the contributions of African Americans to American society.

The bill encourages instructional staff to incorporate the history of local African American cemeteries into the lessons on the history of African Americans when possible.

The bill does not have a fiscal impact.

The bill takes effect on July 1, 2022.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Required African-American Instruction

Florida law requires that public school students in grades K-12 receive instruction on specific subjects including historical time periods, comprehensive health education, and government, among others.¹ Instructional personnel are required to teach these subjects efficiently and faithfully, using historically accurate books and materials, following prescribed courses and approved methods of instruction.² Florida law does not dictate grade level, instructional material, or instructional hour requirements.³

Florida public schools are required to teach about African-American history.⁴ The instruction must include, “the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to American society.”⁵

In October 2019, the Department of Education (DOE) adopted a rule requiring school districts to report, annually by July 1, on how instruction was provided during the previous school year for certain subjects defined in s. 1003.42(2), F.S., including the history of African Americans.⁶ The report must include specific courses offered for each grade level and what materials and resources were used.⁷

Commissioner of Education’s African American History Task Force

The Commissioner of Education’s African American History Task Force (African American History Task Force) ensures awareness of African-American history educational requirements, identifies and recommends needed state education leadership action, assists in adoption of instructional materials by the state, and builds supporting partnerships.⁸ The task force creates models for relevant curricula, including specific topics pertinent to each grade level. Models incorporate recommended student activities, focus questions, and assessment tools for each topic. Current topics include the Harlem Renaissance, the slave trade, the expansion of the Sahara Desert, and the Rosewood Massacre.⁹

African American Cemeteries

Throughout slavery and segregation, African American cemeteries were not provided with the same resources as their white counterparts.¹⁰ Slaveholders prohibited cemeteries from being built on valuable land, causing many African Americans to be buried in isolated areas.¹¹ Proper gravestones were not often used, with graves instead being marked by wood plaques, plants, and other meaningful

¹ Section 1003.42, F.S.

² Section 1003.42(2), F.S.

³ *See id.* The State Board of Education is encouraged to adopt standards and pursue assessment for K-12 public schools for subjects, such as the history of the Holocaust and African-American history, among others.

⁴ Section 1003.42(h), F.S.

⁵ *Id.*

⁶ Rule 6A-1.094124, F.A.C.

⁷ *Id.*

⁸ Afroamfl.org, *Commissioner of Education’s African American History Task Force*, available at <https://afroamfl.org/> (last visited January 3, 2022).

⁹ Afroamfl.org, *African American History Instructional Standards Guide*, available at <https://afroamfl.org/wp-content/uploads/2021/08/AAHTF-Instructional-Standards-July-2021.pdf> (last visited January 3, 2022).

¹⁰ NationalGeographic.com, *The fight to save America’s historic Black cemeteries*, available at <https://www.nationalgeographic.com/travel/article/historic-black-cemeteries-at-risk-can-they-be-preserved> (last visited December 7, 2021).

¹¹ *Id.*

objects that decay over time.¹² As a result, many decedents are unable to locate their deceased ancestors resting place.

Additionally, neglect by local officials and a lack of consistent recordkeeping has caused African American burial sites to become lost, re-buried by development, and unmaintained.¹³ Modern construction projects are often interrupted when they run into unmarked African American human remains.¹⁴

At the federal level, the African American Burial Grounds Study Act has been proposed multiple times, but has yet to be passed by the U.S. House.¹⁵ The act would charge the National Park Service with the organization and preservation of African American burial grounds.¹⁶ Also, it would require the development of financial and technical assistance programs for local groups to survey and maintain burial grounds.¹⁷

2021 Florida Task Force on Abandoned African-American Cemeteries

On June 4, 2021, Governor DeSantis signed CS/CS/HB 37 into law, establishing a task force on Abandoned African-American Cemeteries (2021 task force).¹⁸ Under the purview of the Department of State, the 2021 task force is required to:

- Review the findings and recommendations made by the 1998 Task Force on Abandoned and Neglected Cemeteries and any legislative or administrative action taken in response.
- Examine the adequacy of current practices regarding the preservation of unmarked and abandoned African-American cemeteries and burial grounds and identify any challenges unique to African-American cemeteries and burial grounds.
- Identify locations of unmarked and abandoned African-American cemeteries and burial grounds throughout the state and propose strategies, including any proposed legislation, for the preservation and evaluation of such sites.
- Make recommendations regarding standards for the creation, placement, and maintenance of a memorial at any identified locations of unmarked and abandoned African-American cemeteries or burial grounds throughout the state.
- Submit a report by January 1, 2022, detailing its findings and recommendations to the President of the Senate, Speaker of the House of Representatives, Minority Leaders of the Senate and House of Representatives, and the Governor.¹⁹

The 2021 task force consists of ten members, eight of whom are appointed by the Secretary of State to represent relevant impacted groups, including the Florida Council of Churches, cemetery industry, Florida State Conference of the National Association for the Advancement of Colored People, and the Florida African American Heritage Preservation Network. Of the remaining task force members, one is a member of the House of Representatives appointed by the Speaker, and the other is a Senator appointed by the President of the Senate.²⁰

¹² Sciway.com, *History of African-American Cemeteries*, available at <https://www.sciway.net/hist/chicora/gravematters-1.html> (last visited December 7, 2021).

¹³ NationalGeographic.com, *The fight to save America's historic Black cemeteries*, available at <https://www.nationalgeographic.com/travel/article/historic-black-cemeteries-at-risk-can-they-be-preserved> (last visited December 7, 2021).

¹⁴ Smithsonianmag.com, *Lost African American Cemetery Found Under Florida Parking Lot*, <https://www.smithsonianmag.com/smart-news/lost-african-american-cemetery-re-discovered-under-florida-parking-lot-180975109/> (last visited December 7, 2021).

¹⁵ Congress.gov, *S.2827 - African American Burial Grounds Study Act*, available at <https://www.congress.gov/bill/116th-congress/senate-bill/2827/text/es> (last visited December 7, 2021).

¹⁶ *Id.*

¹⁷ *Id.*

¹⁸ See Chapter 2021-60, L.O.F.

¹⁹ *Id.*

²⁰ *Id.*

As of January 2022, the task force has met six times and submitted its final report.²¹ Initial meetings included review of the American History task force findings, solicitation of public comment, examination of other state initiatives, and report drafting.²² The report includes four categories of final recommendations.²³ Specifically, the Education category recommends funding grant opportunities to research and preserve cemeteries, expanding the University of South Florida's Black Cemetery Network²⁴, and establishing curricula on the history of African American cemeteries.

Effects of Proposed Changes

The bill encourages instructional staff to incorporate the history of local African-American cemeteries into their required lesson on African-American history when possible.

B. SECTION DIRECTORY:

Section 1. Amends s. 1003.42, F.S.; providing that instructional staff of public schools are encouraged to include the history of local African-American cemeteries in the study of the history of African Americans when practicable;

Section 2. Provides the bill takes effect on July 1, 2022.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

²¹ Florida Department of State, *Abandoned African-American Cemeteries Task Force*, available at <https://dos.myflorida.com/historical/archaeology/human-remains/abandoned-cemeteries/abandoned-african-american-cemeteries-task-force/> (last visited January 3, 2022).

²² *Id.*

²³ The Florida Channel, *12/9/21 Task Force on Abandoned African American Cemeteries*, available at <https://thefloridachannel.org/videos/12-9-21-task-force-on-abandoned-african-american-cemeteries/> (last visited January 3, 2022).

²⁴ The Black Cemetery Network, available at <https://blackcemeterynetwork.org/> (last visited January 3, 2022).

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

None.

1 A bill to be entitled
 2 An act relating to required instruction in the history
 3 of African Americans; amending s. 1003.42, F.S.;
 4 providing that instructional staff of public schools
 5 are encouraged to include the history of local
 6 African-American cemeteries in the study of the
 7 history of African Americans when practicable;
 8 providing an effective date.

9

10 Be It Enacted by the Legislature of the State of Florida:

11

12 Section 1. Paragraph (h) of subsection (2) of section
 13 1003.42, Florida Statutes, is amended to read:

14 1003.42 Required instruction.—

15 (2) Members of the instructional staff of the public
 16 schools, subject to the rules of the State Board of Education
 17 and the district school board, shall teach efficiently and
 18 faithfully, using the books and materials required that meet the
 19 highest standards for professionalism and historical accuracy,
 20 following the prescribed courses of study, and employing
 21 approved methods of instruction, the following:

22 (h) The history of African Americans, including the
 23 history of African peoples before the political conflicts that
 24 led to the development of slavery, the passage to America, the
 25 enslavement experience, abolition, and the contributions of

HB 447

2022

26 African Americans to society. Instructional materials shall
27 include the contributions of African Americans to American
28 society. Members of the instructional staff are encouraged to
29 include the history of local African-American cemeteries in the
30 study of the history of African Americans when practicable.

31
32 The State Board of Education is encouraged to adopt standards
33 and pursue assessment of the requirements of this subsection. A
34 character development program that incorporates the values of
35 the recipients of the Congressional Medal of Honor and that is
36 offered as part of a social studies, English Language Arts, or
37 other schoolwide character building and veteran awareness
38 initiative meets the requirements of paragraphs (s) and (t).

39 Section 2. This act shall take effect July 1, 2022.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 599 Upgrades to Education Facilities as Emergency Shelters

SPONSOR(S): Casello and others

TIED BILLS: **IDEN./SIM. BILLS:** SB 600

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|--|--------|---------|--|
| 1) PreK-12 Appropriations Subcommittee | | Bailey | Potvin |
| 2) Education & Employment Committee | | | |
| 3) Appropriations Committee | | | |

SUMMARY ANALYSIS

Current law prohibits a school district from using certain local and state funds to construct educational facilities that exceed statutory caps on the total cost per student station. The law specifies what costs are included in the calculation of the cost per student station and provides limited exceptions. There is no current exception for costs associated with upgrades to an education facility which are designed to improve the capabilities of the facility to provide enhanced hurricane protection areas.

The bill excludes any costs less than \$2 million associated with upgrades to an education facility which are designed to improve the capabilities of facilities to provide enhanced hurricane protection areas from the cost per student station caps on public school construction. Eligible upgrades are those necessary for an area to be designated as an enhanced hurricane protection area; electrical and standby emergency power systems; renewable energy source devices; and energy storage devices. All costs associated with such upgrades must be consistent with prevailing market costs in the area where the education facility is located.

The fiscal impact is indeterminate. See FISCAL COMMENTS.

The bill has an effective date of July 1, 2022.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

State Requirements for Educational Facilities (SREF)

The State Requirements for Educational Facilities (SREF) is the uniform statewide building code for the planning and construction of public educational facilities and ancillary plants. It is enacted as a part of the Florida Building Code adopted by the Florida Building Commission.¹ District school boards must adhere to the SREF when planning and constructing new facilities. Generally, SREF standards are premised on providing enhanced safety for occupants and increasing the life span of the extensive, publicly funded infrastructure of Florida's public school districts.² Florida law provides school districts with the flexibility to adopt, through resolution, a number of exceptions to SREF requirements, including site lighting and use of wood studs in interior nonload-bearing walls, among others.³

Education Facilities as Emergency Shelters

Under current law, the Department of Education (DOE), in consultation with boards and county and state emergency management offices, must develop public shelter design criteria that must be incorporated as standards into the Florida Building Code. These criteria must be designed to ensure that appropriate new educational facilities can serve as public shelters for emergency management purposes.⁴

If a regional planning council in which the county is located does not have a hurricane evacuation shelter deficit as determined by the Division of Emergency Management, educational facilities within the planning council region are not required to incorporate the public shelter criteria.⁵

By January 31 of each even-numbered year, the Division of Emergency Management must prepare and submit a statewide emergency shelter plan to the Governor and Cabinet for approval.⁶

Cost Per Student Station

In Florida, construction costs for traditional K-12 public school facilities are reported based on the cost per student station.⁷ The statutory cost per student station baseline was initially set in 1997 and was amended in 2003 and in 2006.⁸ In 2005, the DOE conducted a study on overall inflation of school construction costs, including the Consumer Price Index (CPI) and other factors. The cost per student station levels adopted in 2006 were based on the DOE's study recommendations.⁹ The statutory cost per student station is adjusted to reflect increases or decreases in the CPI. The law does not

¹ Section 1013.37(1), F.S.

² See, e.g., s. 1013.12, F.S. (casualty, safety, sanitation, and fire safety standards and inspection of property) and s. 1013.451, F.S. (life-cycle cost comparison).

³ See s. 1013.385(2), F.S.

⁴ Section 1013.372(1), F.S.

⁵ *Id.*

⁶ Section 1013.372(2), F.S.

⁷ Section 1013.64(6), F.S.

⁸ Office of Economic and Demographic Research, *Special Research Projects*, available at <http://edr.state.fl.us/Content/special-research-projects/education/CostPerStudentStation.pdf>

⁹ Section 1013.64(6)(b)1., F.S.

specifically assign this adjustment function; however, the DOE and the Office of Economic and Demographic Research (EDR)¹⁰ work together to calculate and disseminate the new statutory caps.¹¹

The table below summarizes the December 2021 forecast by EDR for the March 2022 cost per student station caps:¹²

| Type of School | Cost Per Student Station |
|-------------------|--------------------------|
| Elementary School | \$25,095 |
| Middle School | \$27,100 |
| High School | \$35,200 |

The law states that cost per student station includes contract costs, fees of architects and engineers, and the cost of furniture and equipment.¹³ Contract costs include costs for construction within five feet of the building, including materials and supplies, as well as any furniture or equipment permanently attached to the building.¹⁴ Cost per student station does not include the cost of purchasing or leasing the site for the construction, legal and administrative costs, or the cost of related site or offsite improvements.¹⁵ Further excluded from the cost per student station are costs for school safety and hardening items and other capital construction items approved by the school safety specialist to ensure building security for new educational, auxiliary, or ancillary facilities.¹⁶

District school boards are prohibited from using funds from specified sources, including the nonvoted 1.5 mill levy of ad valorem property taxes, for any new construction of education plant space with a total cost per student station that exceeds the caps in the table above.¹⁷ An exception is provided for a contract for architectural and design services or for construction management services executed before July 1, 2017.¹⁸

Effects of Proposed Changes

The bill excludes any costs less than \$2 million associated with upgrades to an education facility which are designed to improve the capabilities of facilities to provide enhanced hurricane protection areas from the cost per student station caps on public school construction. Eligible upgrades are those necessary for an area to be designated as an enhanced hurricane protection area; electrical and standby emergency power systems; renewable energy source devices; and energy storage devices. All costs associated with upgrades made must be consistent with prevailing market costs in the area where the education facility is located.

B. SECTION DIRECTORY:

¹⁰ The Office of Economic and Demographic Research (EDR) is a research arm of the Legislature principally concerned with forecasting economic and social trends that affect policy making, revenues, and appropriations. Office of Economic and Demographic Research, *Welcome*, <http://edr.state.fl.us/Content/> (last visited January 10, 2022).

¹¹ Office of Economic and Demographic Research, *supra* note 9.

¹² Office of Economic and Demographic Research, *Student Station Cost Factors* (December, 2021), available at <http://edr.state.fl.us/Content/conferences/peco/studentstation.pdf>

¹³ Section 1013.64(6)(d), F.S.

¹⁴ Florida Department of Education, *Review and Adjustment for Florida's Cost per Student Station* (January 1, 2020), available at <http://www.fldoe.org/core/fileparse.php/7738/urlt/2020AnnCSSR.pdf> [hereinafter referred to as Florida's Cost per Student Station].

¹⁵ Section 1013.64(6)(d), F.S.

¹⁶ Section 1013.64(6)(d), F.S.

¹⁷ Section 1013.64(6)(b)1., F.S.

¹⁸ Section 1013.64(6)(b)3., F.S.

Section 1. Amends s. 1013.372, F.S.; excluding any costs less than \$2 million associated with upgrades to education facilities which are designed to improve the capabilities of facilities to provide enhanced hurricane protection areas from the cost per student station caps.

Section 2. Providing an effective date of July 1, 2022.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The fiscal impact to school districts is indeterminate. Most school district facilities are funded with local school district revenues derived from the collection of the local capital improvement tax, local sales surtax, and discretionary tax levies.¹⁹ Any additional costs associated with complying with the public shelter design criteria would be borne by the school district.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

¹⁹ See Florida Department of Education, *2021-22 Funding for Florida School Districts*, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

26 may not be included in calculating the total cost per student
27 station for purposes of meeting the limits under s.
28 1013.64(6)(b).

29 (a) Eligible upgrades under this subsection are limited to
30 those necessary for an area to be designated as an enhanced
31 hurricane protection area; electrical and standby emergency
32 power systems as provided in the Florida Building Code;
33 renewable energy source devices as defined in s. 193.624(1); and
34 energy storage devices. A renewable energy source device located
35 on the property of an education facility may not generate a
36 cumulative amount of energy during a calendar year which is
37 greater than the energy that the facility consumes during the
38 calendar year.

39 (b) All costs associated with upgrades made pursuant to
40 this subsection must be consistent with prevailing market costs
41 in the area where the education facility is located.

42 Section 2. This act shall take effect July 1, 2022.

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 599 (2022)

Amendment No.

COMMITTEE/SUBCOMMITTEE ACTION

| | | |
|-----------------------|-------------|-------|
| ADOPTED | <u> </u> | (Y/N) |
| ADOPTED AS AMENDED | <u> </u> | (Y/N) |
| ADOPTED W/O OBJECTION | <u> </u> | (Y/N) |
| FAILED TO ADOPT | <u> </u> | (Y/N) |
| WITHDRAWN | <u> </u> | (Y/N) |
| OTHER | <u> </u> | |

1 Committee/Subcommittee hearing bill: PreK-12 Appropriations
2 Subcommittee

3 Representative Casello offered the following:

4

5 **Amendment**

6 Remove lines 34-38 and insert:

7 energy storage devices.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 1199 Funding for School Readiness Program

SPONSOR(S): Grall

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

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|---|--------|---------|--|
| 1) PreK-12 Appropriations Subcommittee | | Bailey | Potvin |
| 2) Early Learning & Elementary Education Subcommittee | | | |
| 3) Appropriations Committee | | | |

SUMMARY ANALYSIS

Current law authorizes the Division of Early Learning (DEL) in the Department of Education as the lead administrator for federal and state child care funds. The DEL is responsible for developing, adopting, and implementing quality standards and outcome measures that benefit and improve Florida's comprehensive early childhood care and education system. One of the three main early learning programs that the DEL oversees is the School Readiness (SR) Program. The DEL administers the SR Program at the state level and early learning coalitions and the Redlands Christian Migrant Association administer the program at the county and regional levels. The SR Program provides subsidies for child care services and early childhood education for children of low-income families; children in protective services who are at risk of abuse, neglect, abandonment, or homelessness; foster children; and children with disabilities.

Funding for the SR Program comes from four sources:

- Federal Child Care and Development Block Grant,
- Federal Temporary Assistance for Needy Families Block Grant,
- Federal Social Services Block Grant, and
- State General Revenue Fund

The Legislature annually appropriates the SR Program funds to the early learning coalitions and the Redlands Christian Migrant Association with participating providers receiving their funding primarily from reimbursements from the coalitions and tuition payments by participating families.

The bill establishes the School Readiness Funding Formula Allocation Conference and requires the funding for the SR Program to be allocated among the early learning coalitions in accordance with the General Appropriations Act and the conference.

The bill does not have a fiscal impact. See Fiscal Comments.

The bill has an effective date of July 1, 2022.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

School Readiness Program

Overview

The Division of Early Learning (DEL) within the Department of Education (DOE) is the lead administrator for federal and state child care funds and is responsible for developing, adopting, and implementing quality standards and outcome measures that benefit and improve Florida's comprehensive early childhood care and education system.¹ The DEL partners with 30 local early learning coalitions² and the Redlands Christian Migrant Association to deliver comprehensive early childhood care and education services statewide. One of the three main early learning programs that the DEL oversees is the School Readiness (SR) Program.

Established in 1999,³ the SR Program provides subsidies for child care services and early childhood education for children of low-income families; children in protective services who are at risk of abuse, neglect, abandonment, or homelessness; foster children; and children with disabilities.⁴ The SR Program offers financial assistance for child care to these families while supporting children in the development of skills for success in school. Additionally, the program provides developmental screenings and referrals to health and education specialists where needed. These services are provided in conjunction with other programs for young children such as Head Start, Early Head Start, Migrant Head Start, Child Care Resource and Referral and the Voluntary Prekindergarten Program.⁵

The DEL administers the program at the state level and early learning coalitions administer SR at the county and regional levels. The program's two main goals are to help families become financially self-sufficient and to help each child from a qualifying family develop school readiness skills. These skills are measured by standards and outcomes adopted by the DEL as well as statewide screening of kindergarten students.⁶

Federal regulations governing the Child Care and Development Block Grant, the primary funding source for the SR Program, authorizes states to use grant funds for child care services, if:

- the child is under 13 years of age, or at the state's option, under age 19 if the child is physically or mentally incapable of caring for himself or herself or under court supervision;
- the child's family income does not exceed 185 percent of the state's median income for a family of the same size; and
- the child:
 - resides with a parent or parents who work or attend job training or educational programs; or
 - receives, or needs to receive, protective services.⁷

Student enrollment in the SR Program for the 2020-2021 school year, the most recent year measured, was 209,801 as follows:⁸

| Age Group | Enrollments | Percentage of |
|-----------|-------------|---------------|
|-----------|-------------|---------------|

¹ Division of Early Learning Annual Report for Fiscal Year 2020-2021, *Improving Program Quality*.

² Section 1002.83, F. S.

³ Section 1, ch. 99-357, L.O.F.

⁴ Sections 1002.81 and 1002.87, F.S.

⁵ Division of Early Learning, *School Readiness Program*, <http://www.floridaearlylearning.com/school-readiness>.

⁶ Division of Early Learning Annual Report for Fiscal Year 2020-2021, *Improving Program Quality*.

⁷ See 45 C.F.R. s. 98.20(a).

⁸ Division of Early Learning Annual Report for Fiscal Year 2020-2021, *Improving Program Quality*.

| | | Total Enrollments |
|---------------|----------------|--------------------------|
| Infants | 7,588 | 4% |
| Toddlers | 19,561 | 9% |
| 2-Year Olds | 26,515 | 13% |
| 3-Year Olds | 31,029 | 15% |
| 4-Year Olds | 31,317 | 15% |
| 5-Year Olds | 19,893 | 9% |
| School Age | 73,637 | 35% |
| Special Needs | 261 | 0% |
| TOTAL | 209,801 | 100% |

School Readiness Providers

In order to be eligible to provide the SR Program, a provider must be:⁹

- A licensed child care facility;
- A licensed or registered family day care home;
- A licensed large family day care home;
- A public school or nonpublic school;
- A license-exempt faith-based child care provider;
- A before-school or after-school program; or
- An informal child care provider authorized in the state's Child Care and Development Fund plan.

For Fiscal Year 2020-2021, there was a total of 6,760 providers offering the SR Program with the following breakdown:¹⁰

| Provider Type* | Enrollments | Percentage of Total Enrollments |
|--|--------------------|--|
| Licensed Private | 4,623 | 68% |
| Licensed/Registered Family Child Care Home | 991 | 15% |
| Licensed Large Family Day Care Home | 304 | 5% |
| Public/Nonpublic School | 632 | 9% |
| License-exempt | 210 | 3% |
| TOTAL | 6,760 | 100% |

*No informal providers served SR children during Fiscal Year 2020-2021.

School Readiness Funding

Funding for the SR Program comes from four sources:¹¹

- Federal Child Care and Development Block Grant,
- Federal Temporary Assistance for Needy Families Block Grant,
- Federal Social Services Block Grant, and
- State General Revenue Fund.

The Legislature appropriates the SR Program funds to the early learning coalitions and the Redlands Christian Migrant Association, with participating providers receiving their funding primarily from reimbursements from the coalitions and tuition payments by participating families.¹² Early learning coalitions reimburse participating providers with appropriated funds for each eligible child, either

⁹ Section 1002.88(1)(a), Florida Statutes.

¹⁰ Division of Early Learning Annual Report for Fiscal Year 2020-2021, *Improving Program Quality*.

¹¹ *Id.*

¹² Sections 1002.84(8) and 1002.89, F.S., Specific Appropriation 83, section 2, ch. 2021-36, L.O.F.

through child care certificates provided by parents or through contracted slots.¹³ The reimbursement and co-payment amounts are determined locally by the early learning coalition, subject to approval by the DEL. Any additional amount a parent must pay is based on the difference between the provider's tuition rate and the sum of the reimbursement rate and required parent co-payment. Reimbursement amounts vary based on provider type and level of care, and co-payments are determined by the early learning coalitions using a sliding fee scale.¹⁴

School Readiness Market Rate

The Code of Regulations (C.F.R.) 45 Part 98 requires states receiving the Child Care and Development Block Grant to ensure equal access to child care by setting a fair market rate every two years.¹⁵ Current law defines the "market rate" to mean the price that a child care or early childhood education provider charges for full-time or part-time daily, weekly, or monthly child care or early childhood education services.¹⁶ The DOE is statutorily required to approve a market rate schedule until an alternative model has been approved by the federal Administration of Children and Families.¹⁷

Based in part on recommendations by the Office of Child Care within the federal Department of Health and Human Services, the DOE calculates the average market rate and the 75th percentile market rate, referred to as the prevailing market rate,¹⁸ for each county to help the early learning coalitions determine provider reimbursement rates.¹⁹ Market rates are established for the different provider types and different levels of care for each county.²⁰

To calculate the market rates, the DEL sorts provider private pay rates for a given level of care within the county from highest to lowest, calculates the average market rate, and identifies the 75th percentile pay rate. Although there is no minimum threshold for provider reimbursement rates in law, the early learning coalitions must consider the market rate schedule in determining its own minimum reimbursement rates, which must be approved by the DEL.²¹ In addition, a provider may receive additional funding above the minimum reimbursement rate if it qualifies for any of the following quality-based differentials:²²

- Up to an additional 20 percent for Gold Seal status.
- Up to an additional 10 percent for achieving certain CLASS scores identified in rule (also known as the quality performance incentive).
- An additional 5 percent for participating in a DEL-approved child assessment tool.

School Readiness Estimating Conference

Current law establishes several consensus estimating conferences to assist in a variety of governmental planning and budgeting functions. Data from consensus estimating conferences are used primarily in the development of the constitutionally-required Long-Range Financial Outlook, the Governor's budget recommendations, and the General Appropriations Act.²³

Current law establishes the early learning estimating conference to develop estimates and forecasts of the unduplicated count of children eligible for the school readiness program in accordance with the standards of eligibility established in s. 1002.87, F.S., and of children eligible for the Voluntary

¹³ See rule 6M-4.500(1), F.A.C.

¹⁴ Section 1002.895(4), F.S.; rules 6M-4.400(2) and 6M-4.500(1), F.A.C.

¹⁵ See 45 C.F.R. § 98.45(a) and (c). Alternatively, states may set payment rates using an alternative methodology approved by the federal Administration for Children and Families.

¹⁶ Section 1002.81(10), F.S.

¹⁷ Section 1002.895(1), F.S.

¹⁸ Section 1002.81(12), F.S.

¹⁹ Section 1002.895(4), F.S.

²⁰ Section 1002.895(2)(a) and (b), F.S.

²¹ See s. 1002.82(2)(o), F.S.; rule 6M-4.500(9), (10), and (11), F.A.C.

²² See s. 1002.82(2)(o), F.S.; rule 6M-4.500(9), (10), and (11), F.A.C.

²³ See <http://edr.state.fl.us/Content/conferences/index.cfm>

Prekindergarten Education Program in accordance with s. 1002.53(2), F.S., as the conference determines are needed to support the state planning, budgeting, and appropriations processes.²⁴

The DEL is required to provide information on needs and waiting lists for the SR Program to the conference principals.²⁵

The last School Readiness Estimating Conference was held on November 8, 2004.

Effects of Proposed Changes

The bill requires the funding for the SR Program to be allocated to the early learning coalitions in accordance with the General Appropriations Act (GAA) and the School Readiness Funding Formula Allocation Conference.

The bill establishes the School Readiness Funding Formula Allocation Conference and requires the DEL to conduct a conference prior to the distribution of any funds appropriated for the SR Program in the GAA. The bill identifies the conference principals to include representatives of the DEL, the Executive Office of the Governor, and the appropriations committees of the Senate and the House of Representatives. The bill identifies the items the conference must discuss and approve to include the actual cost of child care by level and care type, eligible population data, and methods of computation, to be used to calculate the school readiness formula for the early learning coalitions for the fiscal year in which the appropriations are made. The bill requires the DEL to provide conference participants with all data necessary to replicate the allocations and must include, by early learning coalition, a matrix of full-time equivalent changes made by the DEL as part of its administration of the SR Program.

B. SECTION DIRECTORY:

Section 1. Amends s. 1002.89, F.S., providing that the funding for the school readiness program must be allocated among the early learning coalitions in accordance with the General Appropriations Act and s. 1002.90, F.S.

Section 2. Creates s. 1002.90, F.S., establishing the School Readiness Funding Formula Allocation Conference and providing for its membership and duties.

Section 3. Provides the bill takes effect on July 1, 2022.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

²⁴ Section 216.136(8), F.S.

²⁵ *Id.*

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill establishes the School Readiness Funding Formula Allocation Conference which would complete its work after the school readiness funds have been appropriated in the General Appropriations Act.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

Not Applicable.

1 A bill to be entitled
2 An act relating to funding for the school readiness
3 program; amending s. 1002.89, F.S.; deleting a
4 requirement that specified funds be used to increase
5 the number of children served; conforming provisions
6 and cross-references to changes made by the act;
7 creating s. 1002.90, F.S.; requiring the Division of
8 Early Learning to conduct the School Readiness Funding
9 Formula Allocation Conference before the distribution
10 of certain funds for the school readiness program;
11 specifying conference principals; requiring conference
12 principals to discuss and approve specified
13 conventions for calculating the school readiness
14 funding formula; requiring such conventions to remain
15 in effect until a specified time; requiring the
16 division to provide conference principals with
17 specified data; providing requirements for such data;
18 amending ss. 1002.81 and 1002.82, F.S.; conforming
19 cross-references to changes made by the act; providing
20 an effective date.

21
22 Be It Enacted by the Legislature of the State of Florida:

23
24 Section 1. Subsections (4) through (6) of section 1002.89,
25 Florida Statutes, are renumbered as subsections (3) through (5),

26 | respectively, and subsections (1) and (3) and present subsection
 27 | (5) of that section are amended to read:

28 | 1002.89 School readiness program; funding.—

29 | (1) Funding for the school readiness program shall be
 30 | allocated among the early learning coalitions in accordance with
 31 | ~~this section and~~ the General Appropriations Act and s. 1002.90.

32 | ~~(3) All cost savings and all revenues received through a~~
 33 | ~~mandatory sliding fee scale shall be used to increase the number~~
 34 | ~~of children served.~~

35 | (4)~~(5)~~ Costs shall be kept to the minimum necessary for
 36 | the efficient and effective administration of the school
 37 | readiness program with the highest priority of expenditure being
 38 | direct services for eligible children. However, no more than 5
 39 | percent of ~~the funds described in subsection (4)~~ may be used for
 40 | administrative costs and no more than 22 percent of ~~the funds~~
 41 | ~~described in subsection (4)~~ may be used in any fiscal year for
 42 | any combination of administrative costs, quality activities, and
 43 | nondirect services as follows:

44 | (a) Administrative costs as described in 45 C.F.R. s.
 45 | 98.54, which shall include monitoring providers using the
 46 | standard methodology adopted under s. 1002.82 to improve
 47 | compliance with state and federal regulations and law pursuant
 48 | to the requirements of the statewide provider contract adopted
 49 | under s. 1002.82(2)(m).

50 | (b) Activities to improve the quality of child care as

51 described in 45 C.F.R. s. 98.53, which shall be limited to the
52 following:

53 1. Developing, establishing, expanding, operating, and
54 coordinating resource and referral programs specifically related
55 to the provision of comprehensive consumer education to parents
56 and the public to promote informed child care choices specified
57 in 45 C.F.R. s. 98.33.

58 2. Awarding grants and providing financial support to
59 school readiness program providers and their staff to assist
60 them in meeting applicable state requirements for the program
61 assessment required under s. 1002.82(2)(n), child care
62 performance standards, implementing developmentally appropriate
63 curricula and related classroom resources that support
64 curricula, providing literacy supports, and providing continued
65 professional development and training. Any grants awarded
66 pursuant to this subparagraph shall comply with ss. 215.971 and
67 287.058.

68 3. Providing training, technical assistance, and financial
69 support to school readiness program providers, staff, and
70 parents on standards, child screenings, child assessments, child
71 development research and best practices, developmentally
72 appropriate curricula, character development, teacher-child
73 interactions, age-appropriate discipline practices, health and
74 safety, nutrition, first aid, cardiopulmonary resuscitation, the
75 recognition of communicable diseases, and child abuse detection,

76 prevention, and reporting.

77 4. Providing, from among the funds provided for the
 78 activities described in subparagraphs 1.-3., adequate funding
 79 for infants and toddlers as necessary to meet federal
 80 requirements related to expenditures for quality activities for
 81 infant and toddler care.

82 5. Improving the monitoring of compliance with, and
 83 enforcement of, applicable state and local requirements as
 84 described in and limited by 45 C.F.R. s. 98.40.

85 6. Responding to Warm-Line requests by providers and
 86 parents, including providing developmental and health screenings
 87 to school readiness program children.

88 (c) Nondirect services as described in applicable Office
 89 of Management and Budget instructions are those services not
 90 defined as administrative, direct, or quality services that are
 91 required to administer the school readiness program. Such
 92 services include, but are not limited to:

93 1. Assisting families to complete the required application
 94 and eligibility documentation.

95 2. Determining child and family eligibility.

96 3. Recruiting eligible child care providers.

97 4. Processing and tracking attendance records.

98 5. Developing and maintaining a statewide child care
 99 information system.

100

101 As used in this paragraph, the term "nondirect services" does
102 not include payments to school readiness program providers for
103 direct services provided to children who are eligible under s.
104 1002.87, administrative costs as described in paragraph (a), or
105 quality activities as described in paragraph (b).

106 Section 2. Section 1002.90, Florida Statutes, is created
107 to read:

108 1002.90 School Readiness Funding Formula Allocation
109 Conference.—Before the distribution of any funds appropriated in
110 the General Appropriations Act for the school readiness program,
111 the Division of Early Learning shall conduct an allocation
112 conference. Conference principals shall include representatives
113 of the Division of Early Learning, the Executive Office of the
114 Governor, and the appropriations committees of the Senate and
115 the House of Representatives. Conference principals shall
116 discuss and approve all conventions, including the actual cost
117 of child care by level and care type, eligible population data,
118 rounding conventions, and methods of computation, to be used to
119 calculate the school readiness funding formula for the early
120 learning coalitions for the fiscal year for which the
121 appropriations are made. The conventions shall remain in effect
122 until further agreements are reached in subsequent allocation
123 conferences called by the division for that purpose. Before each
124 recalculation of the school readiness funding formula and
125 allocations to the early learning coalitions, the division shall

126 provide conference principals with all data necessary to
 127 replicate those allocations precisely. Such data shall include a
 128 matrix by early learning coalition of all full-time equivalent
 129 changes made by the division as part of its administration of
 130 the school readiness program.

131 Section 3. Subsection (4) of section 1002.81, Florida
 132 Statutes, is amended to read:

133 1002.81 Definitions.—Consistent with the requirements of
 134 45 C.F.R. parts 98 and 99 and as used in this part, the term:

135 (4) "Direct enhancement services" means services for
 136 families and children that are in addition to payments for the
 137 placement of children in the school readiness program. Direct
 138 enhancement services for families and children may include
 139 supports for providers, parent training and involvement
 140 activities, and strategies to meet the needs of unique
 141 populations and local eligibility priorities. Direct enhancement
 142 services offered by an early learning coalition shall be
 143 consistent with the activities prescribed in s. 1002.89(4)(b) ~~s.~~
 144 ~~1002.89(5)(b)~~.

145 Section 4. Paragraph (a) of subsection (7) of section
 146 1002.82, Florida Statutes, is amended to read:

147 1002.82 Department of Education; powers and duties.—

148 (7) By January 1 of each year, the department shall
 149 annually publish on its website a report of its activities
 150 conducted under this section. The report must include a summary

151 of the coalitions' annual reports, a statewide summary, and the
 152 following:

153 (a) An analysis of early learning activities throughout
 154 the state, including the school readiness program and the
 155 Voluntary Prekindergarten Education Program.

156 1. The total and average number of children served in the
 157 school readiness program, enumerated by age, eligibility
 158 priority category, and coalition, and the total number of
 159 children served in the Voluntary Prekindergarten Education
 160 Program.

161 2. A summary of expenditures by coalition, by fund source,
 162 including a breakdown by coalition of the percentage of
 163 expenditures for administrative activities, quality activities,
 164 nondirect services, and direct services for children.

165 3. A description of the department's and each coalition's
 166 expenditures by fund source for the quality and enhancement
 167 activities described in s. 1002.89(4)(b) ~~s. 1002.89(5)(b)~~.

168 4. A summary of annual findings and collections related to
 169 provider fraud and parent fraud.

170 5. Data regarding the coalitions' delivery of early
 171 learning programs.

172 6. The total number of children disenrolled statewide and
 173 the reason for disenrollment.

174 7. The total number of providers by provider type.

175 8. The number of school readiness program providers who

HB 1199

2022

176 | have completed the program assessment required under paragraph
177 | (2)(n); the number of providers who have not met the minimum
178 | program assessment composite score for contracting established
179 | under paragraph (2)(n); and the number of providers that have an
180 | active improvement plan based on the results of the program
181 | assessment under paragraph (2)(n).

182 | 9. The total number of provider contracts revoked and the
183 | reasons for revocation.

184 | Section 5. This act shall take effect July 1, 2022.

Amendment No.

COMMITTEE/SUBCOMMITTEE ACTION

| | | |
|-----------------------|-------------|-------|
| ADOPTED | <u> </u> | (Y/N) |
| ADOPTED AS AMENDED | <u> </u> | (Y/N) |
| ADOPTED W/O OBJECTION | <u> </u> | (Y/N) |
| FAILED TO ADOPT | <u> </u> | (Y/N) |
| WITHDRAWN | <u> </u> | (Y/N) |
| OTHER | <u> </u> | |

Committee/Subcommittee hearing bill: PreK-12 Appropriations Subcommittee

Representative Grall offered the following:

Amendment

Remove lines 108-130 and insert:

1002.90 School Readiness Cost of Care Information.—

Annually, the principals of the Early Learning Programs Estimating Conference established in s. 216.136 shall develop official cost of care information based on actual school readiness direct services program expenditures and information provided pursuant to s. 1002.92(4). Conference principals shall agree on the cost of child care by level and care type, the eligible population data, and the methods of computation. The Division of Early Learning shall provide the conference principals with all requested and necessary data to develop such

Amendment No.

17 information. The data may include a matrix by early learning
18 coalition of any full-time equivalent changes made by the
19 division as part of its administration of the school readiness
20 program. The Early Learning Programs Estimating Conference
21 shall provide the official cost of care information to the
22 Legislature at least 90 days before the scheduled annual
23 legislative session.

Consideration of a Consent Agenda that
includes the following Appropriations Bills:

| Row # | Bill # | Project Title | House Sponsor | County | Request Total | Recipient | Purpose (As Stated on APR Form – Question #12) |
|-------|--------|--|------------------|--------------|---------------|---|--|
| 1 | 2179 | In School Music Program and Music Grants | Bartleman, Robin | Broward | 12,000 | Weston Music Society | Elementary school assemblies featuring professional musicians to demonstrate their instruments and promote appreciation of the field of music. This program encompasses the seven elementary schools in the City of Weston. We will also provide grants to the local school music programs. |
| 2 | 2399 | Panhandle Holocaust Education & Teacher Training Center | Tant, Allison | Leon | 300,000 | Holocaust Education Resource Council (HERC) | To expand training & professional development opportunities throughout the Florida Panhandle to educators who teach the history of the Holocaust, and expand programs through the Annual Holocaust Education Week activities. Funding of an Education & Outreach Coordinator and an OPS Administrative Assistant to coordinate the expanded training. These funds directly support the Florida Department of Education's mandate (1003.42 FS) that requires instruction of the history of the Holocaust. |
| 3 | 2463 | Straz Center and Patel Conservatory Master Plan Expansions | Toledo, Jackie | Hillsborough | 5,000,000 | Straz Center for the Performing Arts | Funds will help support a transformational master plan expansion to the nonprofit Straz Center for the Performing Arts and Patel Conservatory. One of Florida's leading cultural economic engines, this institution provides world-class performing arts and arts education programs year-round. The project will achieve critically needed expanded and new indoor and outdoor event, education, and public spaces for growing programs, enrollment, attendance, public gathering, and increased economic impact. |
| 4 | 2687 | City of Hialeah Educational Academy (COHEA) Expansion | Fabricio, Tom | Miami-Dade | 2,900,000 | City of Hialeah | The goal and purpose of this project is to better prepare our students to be college- and career-ready by combining academics with exposure to careers. This gives them an early opportunity to explore their talents and gain experience that will set them on a path to fulfilling college majors and life careers. |

| Row # | Bill # | Project Title | House Sponsor | County | Request Total | Recipient | Purpose (As Stated on APR Form – Question #12) |
|-------|--------|--|-----------------|--------------|---------------|---|---|
| 5 | 2715 | Muzology | Latvala, Chris | Hillsborough | 960,000 | Muzology | Goal: Improve math learning, engagement, and achievement among middle school students and rapidly fill in learning gaps due to the pandemic. Muzology is a nationally-recognized learning platform that teaches math through the power of music. Muzology uses instructional math music videos (mapped to FL standards) to make learning math fun, engaging and effective for students of ALL levels of proficiency. Muzology is SEL-aligned and a proven evidence-based solution for math learning and recovery. |
| 6 | 2765 | Youth Of Valor Empowerment (Y.O.V.E.) Program | Woodson, Marie | Miami-Dade | 300,000 | Circle of Love Empowers Women And Girls, Inc DBA YOVE | The Program provides a peak mentorship and leadership development program for the girls, career focused and provides programmatic services for the public-school students to help them graduate from high school. The program connects the educational, social and emotional link for the girls in need of these services. The services include, but are not limited to weekly mentoring, after school programs and virtual coaching. Program provides year-round support, recreation and exposure to opportunities |
| 7 | 2961 | The Florida Orchestra: Music Education for All | Latvala, Chris | Pinellas | 600,000 | The Florida Orchestra | The goal of The Florida Orchestra MUSIC EDUCATION FOR ALL is to ensure arts education and cultural enrichment through music can be offered free of charge via streaming to ALL public schools and residents across the state. |
| 8 | 2965 | Holocaust Memorial Miami Beach | Grieco, Michael | Miami-Dade | 333,499 | Holocaust Memorial Committee, Inc. | The Memorial creates and implements innovative Holocaust programming for students grades 5-12 and in college, that are in compliance with legislation such as F.S.1003.42 (g). Focus is on key issues including combating intolerance, hatred, racism and promoting citizenship responsibilities. This mission is accomplished via our free public permanent exhibit, community programs, year-round events and educational opportunities for students, local residents and tourists. |

| Row # | Bill # | Project Title | House Sponsor | County | Request Total | Recipient | Purpose (As Stated on APR Form – Question #12) |
|-------|--------|--|-----------------|------------|---------------|----------------------------------|---|
| 9 | 3017 | Health Information Project Support | Duran, Nicholas | Miami-Dade | 150,000 | Health Information Project, Inc. | In 2009, Health Information Plan (HIP) became the first, and remains the only, peer-to-peer comprehensive health education program for high school students in the country. HIP addresses critical health topics such as grief, stress, obesity, depression, diabetes, bullying and abuse. HIP creates health equity by providing the program to ALL 9th grade students in a school district. |
| 10 | 3073 | Fort Meade Community Athletic Courts | Bell, Melony | Polk | 103,380 | Polk County Public Schools | Funds will be used to refurbish tennis and pickle ball courts at existing community park on land owned by the school district to serve students enrolled at Ft. Meade High, along with citizens of the City of Ft. Meade and Bowling Green and other surrounding areas where community park access is limited. |
| 11 | 3099 | Mentoring, Career Training & Workforce Development for At-Risk Women & Girls | Rizo, Alex | Miami-Dade | 500,000 | Women of Tomorrow | Provide mentoring sessions, career focused field trips, and college campus visits for an estimated 750 at risk women and girls; employ survey tools to assess student skills for targeted job markets in this challenging economy; develop a job shadowing program to connect graduates with future job opportunities; and produce training videos and mentee video profiles to enhance networking and job opportunities for 3,000 active mentees and over 17,000 SFL alumnae mentee graduates. |
| 12 | 3193 | Aviate Lake | Truenow, Keith | Lake | 350,000 | Lake County School District | The purpose is to grow the Lake County Schools Aviation Academy thus increasing enrollment opportunities for students across the district. The Aviation Academy will prepare students for high skilled, high-demand, high-wage jobs to meet the job outlook expected growth for Florida aviation employment. This appropriation would create state-of-the-art facilities, making premier sites for students to train for aviation careers, and provide opportunities to earn postsecondary credits. |

| Row # | Bill # | Project Title | House Sponsor | County | Request Total | Recipient | Purpose (As Stated on APR Form – Question #12) |
|-------|--------|---|-------------------------|------------|---------------|---------------------------------|---|
| 13 | 3223 | Ari J. Arteaga Foundation - BE THE LIGHT Scholarships | Fernandez-Barquin, Juan | Miami-Dade | 250,000 | Ari J. Arteaga Foundation, Inc. | To provide scholarships for students, who exemplify Ari's unique light and characteristics, and who demonstrate financial need after exhausting all other funding resources, so that they may attend private high schools with an emphasis on a Christian education; provide financial support beyond high-school and into higher education; and provide assistance to these students (and their families) should they experience an unforeseen event or hardship. |
| 14 | 3455 | After-School All-Stars | Fernandez-Barquin, Juan | Orange | 1,125,000 | After-School All-Stars | Funds will be allocated to under-served areas of Broward, Hillsborough, Miami-Dade and Orange counties to continue programming and services in education, health/wellness and workforce development. The goal of ASAS programs are to keep students safe and supervised during out-of-school hours. In 2022, we are seeking to expand our workforce program in existing areas, as well as, add an additional school site in Tampa that serves students in grades 3-12 with learning disabilities. |
| 15 | 3771 | Sarasota Academy of the Arts Student Success Plan Project | McFarland, Fiona | Sarasota | 1,500,000 | Sarasota Academy of the Arts | County is seeking to develop a safe environment for students to play and attend school. A newly renovated campus will provide the school the opportunity to be in a safe and healthy environment as opposed to its current outdated facility. The project would allow SAA to grow its student population and faculty to meet the needs of the community at large. Building a new outdoor play area will encourage fitness for our students, as well as, creating a dedicated community area. |

| Row # | Bill # | Project Title | House Sponsor | County | Request Total | Recipient | Purpose (As Stated on APR Form – Question #12) |
|-------|--------|---|------------------------|--------------|---------------|---|---|
| 16 | 3779 | General Operating Support for Educational Programming | Valdés, Susan | Hillsborough | 350,000 | Tampa Bay Arts & Education Network (TBAE) | The goal is to provide non-profit operating support for local educational, arts, and cultural television programming, production and distribution. Original programming will be tailored to educate our viewers about the artistic achievements and cultural uniqueness of Tampa Bay's African-American, Hispanic, Italian, Jewish and Veteran communities. Programming will be distributed via multiple cable access television channels and worldwide via a free to use, custom web streaming portal. |
| 17 | 3855 | Junior Achievement of South Florida Youth Workforce Program | Hunschofsky, Christine | Broward | 499,731 | Junior Achievement of South Florida | These funds will be used to expand the JASF Career Bound 8-month, work-readiness training program, which includes: soft skills training, interactive industry career experiences, job search and interview skills, and paid employment opportunities. This funding will also be used to launch a pilot certified marine pre-apprenticeship program that will serve Broward high school students. JASF is the only JA organization providing these specific services with high school juniors/seniors. |
| 18 | 3859 | Code/Art Computer Coding Program | Hunschofsky, Christine | Statewide | 250,000 | CodeArt, Inc. | Code/Art expands access to computer science education for girls across Florida through coding/ computer science skills attainment, and career mentoring that will put them on the path to succeed in future tech careers. These funds will expand teaching capacity across Florida schools, and expose thousands of additional students to computer science and coding by incorporating these lessons into their classrooms, many of whom otherwise would not have tried coding. |

| Row # | Bill # | Project Title | House Sponsor | County | Request Total | Recipient | Purpose (As Stated on APR Form – Question #12) |
|-------|--------|--|---------------------|------------|---------------|---|--|
| 19 | 3919 | Freeport High School - Aquaculture Marine Academy Program | Drake, Brad | Walton | 500,000 | Walton County School District, Superintendent | The project proposes to equip Freeport High School with a new Aquaculture Career Pathway. Aquaculture is the rearing of aquatic animals or the cultivation of aquatic plants for food. The program will provide hands-on, rigorous career and technical education (CTE) where students earn industry certifications and prepare for the growing workforce. Partners involved include the Choctawhatchee Basin Alliance, Walton County Commissioners, and Florida Fish and Wildlife Conservation Commission. |
| 20 | 3965 | Joshua's House Foundation Bilingual Behavioral, Technical and Academic Special | Morales, Daisy | Orange | 500,000 | Joshua's House Foundation | The goal of JHF is offer vocational programs to people with any type of developmental and physical disability. Through our programs it will allow us to discover talents and train them to be productive people in society. Within our programs we have, Chef and Bakery Assistant, Agronomy (farmer) Tech, Arts and IT in radio and production. |
| 21 | 4019 | Family Program Support Network | Aloupis, Jr., Vance | Broward | 450,000 | Jack & Jill Center | Our Family Program Support Network serves low-income families who are working or in school with high quality childcare, healthcare services and family strengthening services that aim to keep people healthy, employed and able to enhance their career development. Our comprehensive programming has proven to be an essential resource to the families we serve. This funding will ensure our ability to provide economic empowerment to parents so they may maintain employment and advance economically. |
| 22 | 4043 | Breakthrough Miami | Aloupis, Jr., Vance | Miami-Dade | 750,000 | Breakthrough Miami, Inc. | Funding will support Breakthrough's capacity towards expansion to a new site, creating a pathway to serving 160 additional students. Funding will also support transportation costs across sites which increased during the pandemic and expanded social emotional wellness + mental health services. |

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|-------|--------|---|---------------|------------|---------------|---|--|
| 23 | 4111 | Fortlo Academy - After School Program | Bush, James | Miami-Dade | 843,000 | Fortlo Academy Diversified Learning Institute, Inc. | The specific purpose of the funds is to support the after school and community resource goal of Fortlo Academy. Through our For the Love of Arts, Out the Box Learning, STEM and FIT Program, FADLIE expects to contribute to the overall community through education, physical, mental and social benefits through educational and health programming for youth and all ages in addition to providing cultural experiences through local and nationwide activities they normally would not have access. |
| 24 | 4149 | Excelling Eagles After School Assistance Program | Bush, James | Miami-Dade | 200,000 | Mount Vernon Missionary Baptist Church | Excelling Eagles After School Assistance Program (EEASAP) is a Mount Vernon Missionary Baptist Church ongoing component of the Excelling Eagles Youth and Young Adult Initiative Program which primary purpose is to enlighten youth and young adults to excel in the areas of academics, community pride and positive self-awareness. The goal is that each participant obtains knowledge of self worth and community importance which will promoted in the project. |
| 25 | 4233 | STEM Education Program at the Grand Avenue Center | Brown, Kamia | Orange | 417,000 | Orlando Science Center | In partnership with the City of Orlando's Grand Avenue Community Center, Orlando Science Center (OSC) will deliver STEM education programming to help prepare students with the STEM knowledge and 21st century skills needed for success in school, work, and life. Our STEM content aligns with state standards, live-demonstrations, science literacy lessons, and career connections with STEM industry leaders for students. For this project, OSC will deliver a 2 for 1 match in funds. |
| 26 | 4319 | Florida State University Schools Campus Expansion | Tant, Allison | Leon | 750,000 | Florida State University Schools (FSUS) | Florida State University Schools (FSUS) has a long history of high levels of achievement in all grade levels. As a diverse, innovative Title I school, Florida High serves a wide variety of families; creating a community of high achievement. With an average of around 3000 applications for admission each year for students that they do not have room for, FSUS is seeking to expand its campus to meet the needs of students and families. |

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|-------|--------|--|--------------------|---------|---------------|-----------------------------|---|
| 27 | 4327 | Summer Enrichment Program | Williams, Patricia | Broward | 315,740 | City of Fort Lauderdale | The overall goal of the Summer Enrichment program is to address educational service gaps for low-income youth and working families. The project replicates the success of the 2020 grant-funded program wherein 85% of campers maintained or improved their percentile rank in literacy and 78% in math; 88% of campers surveyed said they learned something new over the summer; and 97.9% indicated they had fun with their teacher over the summer. |
| 28 | 4451 | The Family Cafe | Plakon, Scott | Leon | 600,000 | The Family Cafe | The requested funding will allow The Family Cafe to support and promote the self-sufficiency and well-being of Floridians with disabilities. Funds will allow The Family Cafe to connect Floridians with disabilities and their families with information, resources, and networking opportunities, both through The Annual Family Cafe event, and on a regular basis throughout the year. |
| 29 | 4475 | Academic Advancement Zone | Duggan, Wyman | Duval | 500,000 | Vision Christian Ministries | The purpose of the Academic Advancement Zone pilot program is to represent an unprecedented partnership between county, regional, state, schools and local agencies to address the violence, high school graduating rate and college/certificate interest challenges faced in Duval County's schools: Matthew Gilbert, Andrew Jackson and Raines. We will do this by bridging the gaps between students and learning by providing a ladder of opportunities in a building block to success environment. |
| 30 | 4479 | READ USA Book Choice and Ownership Program | Duggan, Wyman | Duval | 255,000 | READ USA, Inc. | This funding will assist in providing over 51,000 elementary school students in Duval County, many from under-resourced urban areas, with book choice and ownership (3 free brand new books of their choice) along with parent and student resource guides to stimulate family literacy engagement and activities. This program is provided during the final quarter of the school year to prevent summer slide in literacy achievement. |

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|-------|--------|--|--------------------|--------------|---------------|---|--|
| 31 | 4503 | Pinellas County - Pinellas County Schools Joint Use Recreation Facility | DiCeglie, Nick | Pinellas | 800,000 | Pinellas County Board of County Commissioners | -Provide active recreation facilities to economically disadvantaged youth and families who currently do not have access to such facilities. -Provide a community gathering place for residents to gather in both structured and non-structured recreational play. -Increase the health and well-being of residents through active play and sports activities. |
| 32 | 4557 | HSU Educational Foundation - Proposal for Non-public CTE Certification Pilot Program | Maney, Patt | Okaloosa | 258,000 | HSU Educational Foundation | A pilot program will be created among 3 different types of non-public institutions that will implement STEM learning opportunities resulting in high demand industry certifications and an interview with a local business. The primary purpose is to provide a clear technical education pathway for students not on the college track to obtain a career in the local workforce at or above annual, median family income. Special consideration will be given to aviation and aerospace industry needs. |
| 33 | 4627 | Vets in Class - Guest Lecturer to Substitute Teacher Pilot Program | Giallombardo, Mike | Indian River | 245,000 | Vets in Class Foundation | Recruiting, screening, training, and placing Military Veterans into K-12 classroom settings as guest lecturers, substitutes, and feeding into programs for full-time teacher certification. |
| 34 | 4673 | NEFL 21st Century Workforce Development Program | Stevenson, Cyndi | Duval | 975,000 | Northeast Florida Regional STEM2 Hub, Inc. | The purpose of this project is to increase access to educational programs to build interest and prerequisite skills for high-demand STEM careers in NE Florida in collaboration with school districts and other out of school partners. Workforce ready students must have skills that include computer science, coding, aerospace, cybersecurity, math & data science, the roots of AI-critical technologies that are rapidly changing the workplace. Efforts will focus on those underrepresented in STEM careers. |

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|-------|--------|--|--------------------|--------------------------------|---------------|--|---|
| 35 | 4689 | Certified Teens | Davis, Tracie | Clay, Duval, Nassau, St. Johns | 500,000 | U-Turns, Inc. dba Teen Leaders of America | The goal of Certified Teens is to create a fast track for youth ages 16-19 from all socio-economic backgrounds to enter the workforce, reduce juvenile delinquency and the drop-out rate by increasing opportunities for students to earn income through vocational certification and pre-internships; and provide wrap around resources including academic, mental health and vocational training to remove any barriers to success. |
| 36 | 4709 | Putnam County Schools Construction Academy | Payne, Bobby | Putnam | 523,000 | School District of Putnam County | The goal is to create a construction academy to be located at Interlachen Jr. Sr. High School with clear alignment from K-12 to the workforce in order to meet the demands of service areas that are plagued by unfilled professional positions. |
| 37 | 4723 | Wayman Academy of the Arts | Davis, Tracie | Duval | 1,000,000 | Wayman Academy of the Arts | The funds will be used for incremental costs associated with expanding access to technology in classroom, extending school day for students living in high crime, low-income communities within the urban core of Duval County, while also improving wrap around educational services for underserved community. As a result, Wayman Academy of the Arts will be able to serve more students in Duval County's urban core. |
| 38 | 4823 | Foundation for Community Driven Innovation - STEAM Education Program | Driskell, Fentrice | Hillsborough | 50,000 | Foundation for Community Driven Innovation | In this mentor supported program serving 50 youth in-house and 100+ remotely and indirectly, youth ages 8 through 18 learn to design, build, test, and drive their own competitive robots and drones on regulation competition fields. They not only prepare for competition day, but they learn hands-on basic engineering skill sets along the way, including CAD, 3D printing, machine shop and tool skills, programming, web design and vital teamwork and communications skills. |

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|-------|--------|---|------------------------|--------------|---------------|--|---|
| 39 | 4923 | Future Career Academy (FCA) | McClure, Lawrence | Hillsborough | 400,000 | Workforce Development Partners Corp | Focused on the large number of students who aren't on track to complete four-year degrees, the Future Career Academy model disrupts the cycle of dead-end or low-paying jobs and/or unemployment, and puts students on the path to in-demand, living wage entry-level jobs in their communities with long-term career growth and sustained employment. The result is a life-changing opportunity for students and their families, and an economic catalyst for businesses and the communities they serve. |
| 40 | 4965 | Canes Construction Academy - Citrus High School - Citrus County | Massullo, MD, Ralph | Citrus | 253,500 | Citrus County School Board | To empower Citrus County students with the knowledge and skills needed for high-skilled, high-demand construction and manufacturing careers. The students will learn residential construction focused skills, receive hands-on training, and master the knowledge needed be successful in the building industry. Upon program completion, students will have the resources for direct employment in high-wage construction careers or advanced training through technical colleges or the Florida College System. |
| 41 | 9015 | Tallahassee Lighthouse At-Risk Mentorship Program | Alexander, Ramon | Leon | 250,000 | Omega Lamplighters | Omega Lamplighters are requesting funding for the City of Tallahassee Lighthouse at-risk mentorship program to strengthen students career and path pathways, while also working to reduce crimes committed by local youth. Funds will be used to purchased additional laptops, tablets, after-school reading and literacy materials, enrichment workshops and college tours. |

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|-------|--------|---|---------------|---------|---------------|--------------------------------|---|
| 42 | 9219 | STEM Teaching, Application, Rigor and Training (START) | Plakon, Scott | Orange | 320,000 | Dream Big Academy of Learning | The goal of the initiative is to increase the number of young students who are interested in the four areas of STEM; thereby greatly increasing the overall number of STEM workers in the United States by 2035. Dream Big Academy of Learning believes that at a very early age, students gravitate towards instruction/activities that are stimulating, fun, and interactive. STEM Stimulation within the U.S. Workforce will prove to be the greatest game changer in the United States for job fulfillment. |
| 43 | 9257 | Florida's Hands-On STEM (Student & Teacher Pilot Program) | Bell, Melony | Polk | 900,000 | Tampa Bay STEM Network | The purpose of Florida's Hands-On STEM is to inspire the Sunshine State's youth to seek careers in - or at least enjoy an appreciation of - Science, Technology, Engineering, and Mathematics (STEM) through hands-on pedagogy via water rocketry, weather balloons, robotics and other novel technologies. The pilot program includes field trips by students, especially from underserved communities, and their teachers to Kennedy Space Center; as well as procurement of STEM hardware for host schools. |
| 44 | 9367 | Liberty County School District School Bus Replacement | Shoaf, Jason | Liberty | 123,000 | Liberty County School District | Liberty County is requesting funds to purchase a replacement school bus. Currently 80% of the fleet is from 1998-2002 with all having well over 100k miles. The need for a 77 passenger bus will be an asset to the district for the next 15-20 years. The district has an increase of 180 students for the 2021-22 school year which makes the need even greater for adequate transportation to and from school and all extra curricular events. |
| 45 | 9369 | Hosford School / Tolar School Intercom Upgrades | Shoaf, Jason | Liberty | 92,000 | Liberty County School District | Due to the age (Tolar 2000) (Hosford 2009), the intercom systems are no longer serviceable due to both using outdated analog technology. This system is used for bell schedules, classroom communication, and mass communication. It is also a vital part of communications during an emergency. Without this upgrade, we are impeding the daily operations of the school and putting students and faculty in danger during an emergency. |

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|-------|--------|--|---------------|--------|---------------|-------------------------------|--|
| 46 | 9387 | Taylor County School District Safe and Secure Schools Electronic Access Control Key System | Shoaf, Jason | Taylor | 350,000 | Taylor County School District | The funds requested would be utilized to purchase an electronic access control key system for each school in the district. This system will allow for a better response to an active assailant situation, allow for one step lock down of critical buildings, notification of unsecured/propped doors, improved response time for first responders, and allow for monitoring of ingress and egress when needed. This system could drastically improve the overall safety and security of each school in the district |