

**Committee on Education Innovation
& Career Preparation
Meeting Packet**

Tuesday, March 4, 2008

1:00 pm — 4:00 pm

116 K

Speaker
Marco Rubio

Chair
Thad Altman



The Florida House of Representatives
Schools and Learning Council
Committee on Education Innovation & Career Preparation

Marco Rubio
Speaker

Thad Altman
Chair

Meeting Agenda
Tuesday, March 4, 2008
116 K
1:00 pm – 4:00 pm

I. Opening Remarks by Chair Altman

II. Roll Call

III. Consideration of the following bills:

HB 445 Intergovernmental Cooperation by Proctor
HB 505 Required Instruction for Public Schools by Thompson, G.
HB 653 Corporate Income Tax Credit Scholarship Program by Traviesa

IV. Presentations on the following:

Learning for Life Program
Ralph Snyder, Director, and others.

Florida Education Finance Program
Link Jarrett, Administrator for the Office of Funding and Financial Reporting, Department of Education

V. Closing Comments / Meeting Adjourned

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 445 Intergovernmental Cooperation

SPONSOR(S): Proctor

TIED BILLS: IDEN./SIM. BILLS: SB 1070

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Committee on Education Innovation & Career Preparation</u>		Beagle <i>GB</i>	White <i>TW</i>
2) <u>Schools & Learning Council</u>			
3) _____			
4) _____			
5) _____			

SUMMARY ANALYSIS

Section 163.01, F.S., authorizes public agencies, including district school boards, to enter into interlocal agreements with one another for services and facilities. Such agreements may allow for one or more parties to provide services in exchange for payment or for a mutual exchange of services.

District school boards may enter into interlocal agreements with other public agencies concerning services or facilities if there is express statutory authority or if the agreement serves an educational purpose. Some school boards have been prevented from entering into agreements that may have resulted in more cost effective and efficient use of public resources because the purpose of the agreement was determined to be non-educational. While s. 1003.02, F.S., specifically authorizes a district school board to provide transportation of students, rent buildings, and provide maintenance to school plants, it does not specify that such activities may be achieved by interlocal agreement with other public agencies.

Section 1006.21, F.S., requires district school boards to provide public school students with transportation to school or school activities. Section 1006.261, F.S., authorizes school boards to enter into agreements to provide transportation services to transportation disadvantaged and elderly persons, participants in welfare transition programs, and school-age children attending activities sponsored by nonprofit civic organizations. It also specifies terms for reimbursing the school board for such services. Entities that contract to use school buses in this manner must release the school board from all liability and carry liability insurance.

House Bill 445 amends s. 163.01(6), F.S., to authorize public agencies to provide for the use or maintenance of facilities or equipment by interlocal agreement. The bill provides that compensation for such activities may be provided on a cost reimbursement basis or on the basis of educational benefits received by the employees of a party or students of the public agency.

The bill amends s. 1003.02(1), F.S., to specifically authorize a district school board to provide transportation of students, rent buildings, and provide maintenance to school plants by interlocal agreement pursuant to s. 163.01, F.S.

The bill amends s. 1006.261, F.S., to authorize district school boards to enter into agreements with local governments or certain state agencies to use school buses for public transportation or for other public purposes. The bill also provides for reimbursement to school boards based upon maintenance costs or other activities attributable to the use of the buses under the agreement. It requires a public agency receiving such services to indemnify and hold the school board harmless from all liability stemming from such use of its school buses.

The bill does not appear to have a fiscal impact on state or local governments. **(See Fiscal Analysis & Economic Impact Statement).**

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

The bill does not appear to implicate any of the House Principles.

B. EFFECT OF PROPOSED CHANGES:

Effect of Proposed Changes

Interlocal Agreements: Statute authorizes two or more public agencies, including district school boards, to enter into interlocal agreements with other public agencies for the joint use of services and facilities.¹ An interlocal agreement may provide:

- That one or more of the parties will administer or execute the agreement;
- That one or more of the parties will provide all or part of the services; and
- The manner in which such services will be provided.

An interlocal agreement may also provide for the mutual exchange of services without payment or any contribution other than such services.² Each party to an interlocal agreement must possess the authority to take the action called for in the agreement.³

House Bill 445 authorizes public agencies to provide for the use or maintenance of facilities or equipment by interlocal agreement, thereby expanding the permissible uses for such agreements. The bill provides that an interlocal agreement may provide for compensation on a cost reimbursement basis or on the basis of educational benefits received by the employees of a party or students of the public agency.

Powers of District School Boards: Currently, the Florida Constitution,⁴ as implemented by the Florida K-20 Education Code,⁵ grants district school boards both express and discretionary powers. Prior to 1978, district school boards were charged with "responsibility for the organization and control of the public schools of the district" and their powers were limited to those expressly provided in statute.⁶ In 1978, the Legislature expanded the powers of district school boards to include discretionary powers:

In accordance with the provisions of s. 4(b) of Art. IX of the State Constitution, district school boards shall operate, control, and supervise all free public schools in their respective districts and may exercise any power for educational purposes except as otherwise provided by the state constitution or law.⁷

The 1978 legislation defined "educational purpose" to mean, "any activity or power exercised in the establishment and maintenance of courses, classes, institutions, and services adequate to meet the educational needs of all citizens of the district."⁸

¹ See s. 163.01, F.S. (defining "public agency" to include, among other things, a state government, county, city, school district, single and multipurpose special district, single and multipurpose public authority, metropolitan or consolidated government, an independently elected public officer, any agency of the United States Government, a federally recognized Native American tribe, and any similar entity of any other state of the United States).

² Section 163.01(6), F.S.

³ Section 163.01(4), F.S.

⁴ Fla. Const. Art. IX, § 4(b).

⁵ See s. 1000.01(1), F.S. (providing that Chapters 1000-1013, F.S., shall be known as the Florida K-20 Education Code).

⁶ Section 230.03(2), F.S. (1978)(This section was repealed and transferred to s. 1001.32, F.S., by Chapter 2002-387, L.O.F.); See also *Harvey v. Board of Public Instruction for Sarasota County*, 101 Fla. 273, 276 (Fla. 1931); *Buck v. McLean*, 115 So.2d 764, 765 (Fla. Dist. Ct. App. 1 1959).

⁷ Chapter 78-86, L.O.F.

These provisions were amended again in 1983. The definition of “educational purpose” and language conditioning a school board’s exercise of its discretionary powers on whether the action serves an “educational purpose” were deleted. Provisions authorizing a school board to exercise any power “*except as otherwise provided by the State Constitution or law*” were amended to provide that such powers may be exercised unless “*expressly prohibited by the State Constitution or general law.*”⁸

Despite these revisions, the Attorney General (AG) has maintained the requirement that a school board’s exercise of discretionary powers must serve a direct educational purpose.¹⁰ The AG has construed the 1983 revisions as not superseding “all other laws relating to or vesting powers in the State Board of Education.”¹¹ In so reasoning, the AG has maintained that school board discretionary powers must be “consistent and in harmony” with the constitutional and statutory powers granted to the State Board of Education.¹² Subsequent AG opinions reiterate this stance.¹³

District school boards may enter into interlocal agreements with other public agencies for services or use of facilities if there is express statutory authority or if the agreement serves an educational purpose. Some school boards have been prevented from entering into agreements that may have resulted in more cost effective and efficient use of public resources because the purpose of the agreement was determined to be non-educational.¹⁴ The bill amends s. 1003.02(1), F.S., to specifically authorize a district school board to provide transportation of students, rent buildings as part of its school facilities program, and provide maintenance to school plants by interlocal agreement pursuant to s. 163.01, F.S.

Use of School Buses for Public Purposes: Under current law, district school boards are required to provide public school students with transportation to school or school activities.¹⁵ School boards are also authorized to use school buses for other specified public purposes.¹⁶ School boards may enter into agreements with:

- A local government or certain state agencies to provide transportation services to the transportation disadvantaged¹⁷ and the elderly;
- A regional workforce board to provide transportation services to participants in welfare transition programs; and
- A nonprofit civic organization to provide transportation for school-age children to group sponsored activities.¹⁸

Agreements with local governments or state agencies must provide for full or partial reimbursement of the school board at a rate proportionate to its share of fixed and operating costs attributable to such uses.¹⁹ Agreements with nonprofit civic organizations must provide for compensation that is at least equal to the costs incurred by the board.²⁰ In all cases, the agreement must indemnify and hold the school board

⁸ *Id.*

⁹ Chapter 83-324, L.O.F.

¹⁰ Op. Att’y Gen. Fla. 83-72 (1983), Op. Att’y Gen. Fla. 07-45 (2007). See also Florida Board of Education General Counsel’s Opinion (March 23, 1989).

¹¹ Op. Att’y Gen. Fla. 83-72 (1983).

¹² Op. Att’y Gen. Fla. 83-72 (1983). See also Section 1001.32(1), F.S.

¹³ See Op. Att’y Gen. Fla. 84-58 (1984), Op. Att’y Gen. Fla. 84-95 (1984), Op. Att’y Gen. Fla. 89-87 (1989), Op. Att’y Gen. Fla. 95-67 (1995), and Op. Att’y Gen. Fla. 99-04 (1999).

¹⁴ Op. Att’y Gen. Fla. 07-45 (2007), Florida Board of Education General Counsel’s Opinion (March 23, 1989).

¹⁵ Section 1006.21, F.S.

¹⁶ Section 1006.261, F.S.

¹⁷ Section 427.011(1), F.S. (defines “transportation disadvantaged” to mean “those persons who because of physical or mental disability, income status, or age are unable to transport themselves or to purchase transportation and are, therefore, dependent upon others to obtain access to health care, employment, education, shopping, social activities, or other life-sustaining activities, or [certain disabled or at-risk children]”).

¹⁸ Section 1006.261(1), F.S.

¹⁹ Section 1006.261(1)(a) and (b), F.S.

²⁰ Section 1006.261(1)(c), F.S.

harmless from all liability stemming from such use of its school buses. Likewise, a local government, state agency, or nonprofit organization must carry liability insurance.²¹

The bill authorizes district school boards to enter into agreements with a local government or state agency to use school buses to assist in the provision of public transportation and for other public purposes additional to serving the transportation disadvantaged and the elderly. The bill also provides for reimbursement to school boards based upon the cost of maintenance or other activities attributable to the use of buses under the agreement. The bill requires a public agency receiving such services to indemnify and hold the school board harmless from all liability stemming from such use of its school buses.

C. SECTION DIRECTORY:

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on state expenditures.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local expenditures

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

According to the Department of Education (DOE), the bill may reduce revenues earned by private transportation providers resulting from the expanded use of governmentally-operated school buses for public transportation or other public purposes.²²

D. FISCAL COMMENTS:

The bill enables district school boards to contract with other public agencies for the joint use of certain public resources. Whether school districts achieve cost savings or incur additional expenses will be largely contingent on the terms of the interlocal agreement. School districts may incur additional costs associated with insurance, overtime paid to district employees, and cost analyses and monitoring of agreements.²³

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

²¹ Section 1006.261(2), F.S.

²² Department of Education, 2008 Bill Analysis for HB 445.

²³ *Id.*

1. Applicability of Municipality/County Mandates Provision:

This bill does not require counties or municipalities to take an action requiring the expenditure of funds.

This bill does not reduce the authority that counties or municipalities have to raise revenue in the aggregate.

This bill does not reduce the percentage of state tax shared with counties or municipalities.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

At lines 51-53, the bill allows a party to an interlocal agreement to receive compensation based upon the "educational benefits received by the employees of a party or students of the public agency." Although the term "educational benefit" is used sporadically in the Florida Statutes, nowhere is the term defined. Thus, it is unclear which types of activities would be deemed "educational benefits." The DOE bill analysis recommends the deletion of this language.²⁴

D. STATEMENT OF THE SPONSOR

IV. AMENDMENTS/COUNCIL SUBSTITUTE CHANGES

²⁴ Department of Education, 2008 Bill Analysis for HB 445.

A bill to be entitled

An act relating to intergovernmental cooperation; amending s. 163.01, F.S.; authorizing parties to an interlocal agreement to provide for the use or maintenance of facilities or equipment; amending s. 1003.02, F.S.; authorizing district school boards to perform certain functions by means of an interlocal agreement; amending s. 1006.261, F.S.; providing for use of school buses for additional public purposes; providing for reimbursement and indemnification; providing an effective date.

WHEREAS, section 187.201(20), Florida Statutes, provides that it is a goal of the state that Florida governments economically and efficiently provide the amount and quality of services required by the public and that it is a policy of the state to encourage greater cooperation between, among, and within all levels of Florida government through the use of appropriate interlocal agreements and mutual participation for mutual benefit, and

WHEREAS, section 163.3177(12), Florida Statutes, relating to public school facilities elements of local government comprehensive plans, states, in pertinent part, that local governments must accomplish analyses of problems and opportunities for existing schools and schools anticipated in the future; analyses of opportunities to collocate future schools with other public facilities, such as parks, libraries, and community centers; and analyses of the need for supporting public facilities for existing and future schools, and

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29 WHEREAS, section 163.31777, Florida Statutes, relating to
 30 public schools interlocal agreements, states, in part, that the
 31 county and municipalities located within the geographic area of
 32 a school district shall enter into an interlocal agreement with
 33 the district school board which jointly establishes the specific
 34 ways in which the plans and processes of the district school
 35 board and the local governments are to be coordinated, NOW,
 36 THEREFORE,

37

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

39

40 Section 1. Subsection (6) of section 163.01, Florida
 41 Statutes, is amended to read:

42 163.01 Florida Interlocal Cooperation Act of 1969.--

43 (6) An interlocal agreement may provide for one or more
 44 parties to the agreement to administer or execute the agreement.
 45 One or more parties to the agreement may agree to provide all or
 46 a part of the services set forth in the agreement in the manner
 47 provided in the agreement. The parties may provide for the
 48 mutual exchange of services without payment of any contribution
 49 other than such services. The parties may provide for the use or
 50 maintenance of facilities or equipment of another party on a
 51 cost-reimbursement basis or on the basis of educational benefits
 52 received by the employees of a party or students of the public
 53 agency.

54 Section 2. Paragraphs (e) and (f) of subsection (1) of
 55 section 1003.02, Florida Statutes, are amended to read:

56 | 1003.02 District school board operation and control of
 57 | public K-12 education within the school district.--As provided
 58 | in part II of chapter 1001, district school boards are
 59 | constitutionally and statutorily charged with the operation and
 60 | control of public K-12 education within their school district.
 61 | The district school boards must establish, organize, and operate
 62 | their public K-12 schools and educational programs, employees,
 63 | and facilities. Their responsibilities include staff
 64 | development, public K-12 school student education including
 65 | education for exceptional students and students in juvenile
 66 | justice programs, special programs, adult education programs,
 67 | and career education programs. Additionally, district school
 68 | boards must:

69 | (1) Provide for the proper accounting for all students of
 70 | school age, for the attendance and control of students at
 71 | school, and for proper attention to health, safety, and other
 72 | matters relating to the welfare of students in the following
 73 | fields:

74 | (e) Transportation.--Make provision for the transportation
 75 | of students to the public schools or school activities they are
 76 | required or expected to attend, efficiently and economically, in
 77 | accordance with the requirements of chapter 1006, which function
 78 | may be accomplished, in whole or part, by means of an interlocal
 79 | agreement under s. 163.01.

80 | (f) Facilities and school plant.--

81 | 1. Approve and adopt a districtwide school facilities
 82 | program, in accordance with the requirements of chapter 1013.

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83 2. Approve plans for locating, planning, constructing,
 84 sanitating, insuring, maintaining, protecting, and condemning
 85 school property as prescribed in chapter 1013.

86 3. Approve and adopt a districtwide school building
 87 program.

88 4. Select and purchase school sites, playgrounds, and
 89 recreational areas located at centers at which schools are to be
 90 constructed, of adequate size to meet the needs of projected
 91 students to be accommodated.

92 5. Approve the proposed purchase of any site, playground,
 93 or recreational area for which school district funds are to be
 94 used.

95 6. Expand existing sites.

96 7. Rent buildings when necessary, which function may be
 97 accomplished, in whole or part, by means of an interlocal
 98 agreement under s. 163.01.

99 8. Enter into leases or lease-purchase arrangements, in
 100 accordance with the requirements and conditions provided in s.
 101 1013.15(2).

102 9. Provide for the proper supervision of construction.

103 10. Make or contract for additions, alterations, and
 104 repairs on buildings and other school properties.

105 11. Ensure that all plans and specifications for buildings
 106 provide adequately for the safety and well-being of students, as
 107 well as for economy of construction.

108 12. Provide adequately for the proper maintenance and
 109 upkeep of school plants, which function may be accomplished, in

110 whole or part, by means of an interlocal agreement under s.
 111 163.01.

112 13. Carry insurance on every school building in all school
 113 plants including contents, boilers, and machinery, except
 114 buildings of three classrooms or less which are of frame
 115 construction and located in a tenth class public protection zone
 116 as defined by the Florida Inspection and Rating Bureau, and on
 117 all school buses and other property under the control of the
 118 district school board or title to which is vested in the
 119 district school board, except as exceptions may be authorized
 120 under rules of the State Board of Education.

121 14. Condemn and prohibit the use for public school
 122 purposes of any building under the control of the district
 123 school board.

124 Section 3. Paragraph (a) of subsection (1) and paragraph
 125 (a) of subsection (2) of section 1006.261, Florida Statutes, are
 126 amended to read:

127 1006.261 Use of school buses for public purposes.--

128 (1) (a) Each district school board may enter into
 129 agreements with the governing body of a county or municipality
 130 in the school district or any state agency or agencies
 131 established or identified to assist in the provision of public
 132 transportation and other public purposes, including, but not
 133 limited to, providing for the needs of the transportation
 134 disadvantaged, as defined in s. 427.011, including, but not
 135 limited to, the elderly, pursuant to Pub. L. No. 89-73, as
 136 amended, for the use of the school buses of the school district
 137 by departments, boards, commissions, or officers of such county

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138 | or municipality or of the state for county, municipal, or state
 139 | purposes, including, but not limited to, transportation of the
 140 | transportation disadvantaged or other public purposes. Each such
 141 | agreement shall provide for reimbursement of the district school
 142 | board, in full or in part, for the proportionate share of fixed
 143 | and operating costs incurred by the district school board
 144 | attributable to the use of the buses pursuant to the agreement
 145 | or attributable to the maintenance or other activities conducted
 146 | by the district school board.

147 | (2) (a) The governing body or state agency or agencies
 148 | established or identified pursuant to Pub. L. No. 89-73, or the
 149 | nonprofit corporation or nonprofit civic organization or group,
 150 | or an agency established or identified to assist the
 151 | transportation disadvantaged as defined in s. 427.011, or a
 152 | public agency otherwise receiving services from a district
 153 | school board shall indemnify and hold harmless the district
 154 | school board from any and all liability by virtue of the use of
 155 | the buses pursuant to an agreement authorized by this section.

156 | Section 4. This act shall take effect upon becoming a law.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1 (for drafter's use only)

Bill No. **HB 445**

COUNCIL/COMMITTEE ACTION

ADOPTED _____ (Y/N)
ADOPTED AS AMENDED _____ (Y/N)
ADOPTED W/O OBJECTION _____ (Y/N)
FAILED TO ADOPT _____ (Y/N)
WITHDRAWN _____ (Y/N)
OTHER _____

1 Council/Committee hearing bill: Education Innovation and Career
2 Preparation

3 Representative(s) Proctor offered the following:

4

5 **Amendment**

6 Remove line(s) 51-53 and insert:

7 cost-reimbursement basis.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 505 Required Instruction for Public Schools

SPONSOR(S): Thompson

TIED BILLS: IDEN./SIM. BILLS: SB 1068

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Committee on Education Innovation & Career Preparation</u>	_____	Beagle GB	White <i>SW</i>
2) <u>Schools & Learning Council</u>	_____	_____	_____
3) _____	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

SUMMARY ANALYSIS

Statute currently requires each school district to provide a character development program to all students in kindergarten through grade 12. Each district must submit its character development curriculum to the Department of Education for approval. A character development curriculum must: (1) be secular in nature; and (2) emphasize qualities such as patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

House Bill 505 adds a requirement that school district character development curricula also include instruction in conflict resolution management and peer mediation.

This bill does not appear to have a fiscal impact on state and local governments. Please see FISCAL COMMENTS.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Promote Personal Responsibility-- The bill requires school districts to provide training that enhances student's ability to resolve interpersonal disputes with or among peers.

B. EFFECT OF PROPOSED CHANGES:

Present Situation

Statute requires each school district to provide a character development program to all students in kindergarten through grade 12. Each district must submit its character development curriculum to the Department of Education (DOE) for approval. A character development curriculum must: (1) be secular in nature; and (2) emphasize qualities such as patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.¹

In addition to Florida, at least 29 states address character development statutorily.² Nineteen of these states require such instruction.³ Ten states make it optional.⁴ Three states statutorily include conflict resolution among the character development topics that must be covered.⁵

Effect of Proposed Changes

House Bill 505 adds a requirement that school district character development curricula also include instruction in conflict resolution management and peer mediation.

C. SECTION DIRECTORY:

Section 1. Amending s. 1003.42(2)(s), F.S.; requiring school district character development curricula to address conflict resolution management and peer mediation.

Section 2. Providing an effective date.

¹ Section 1003.42(2)(s), F.S.

² Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Georgia, Illinois, Indiana, Iowa, Louisiana, Kentucky, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, and West Virginia.

³ See Ala. Code § 16-6B-2 (2008); Ark. Code Ann. § 6-16-111; Conn. Gen. Stat. Ann. § 10-19 (West 2008); Ga. Code Ann. §20-2-145 (Harrison 2008); 105 Ill. Comp. Stat. Ann. 5/27-12 (West 2008); Ind. Code Ann. §§ 20-30-5-5 and 20-30-5-6 (West 2008); La. Rev. Stat. Ann. §§ 17:282.2 (West 2008); Ky. Rev. Stat. Ann § 158.6451 (Banks-Baldwin 2008); Mass. Gen. Laws Ann. 69 § 1L (West 2008); Mont. Code Ann. § 20-4-301 (2008); Neb. Rev. Stat. Ann. §79-725 (Michie 2008); N.Y. Educ. Law § 801-a (McKinney 2008); N.C. Gen. Stat. § 115C-81 (2008); S.C. Code Ann. § 59-17-135 (Law. Co-op. 2008); S.D. Codified Laws § 13-33-6.1 (Michie 2008); Tenn. Code Ann. § 49-6-1007 (2008); Utah Code Ann. § 53A-13-109 (2008); Va. Code Ann. § 22.1-208.01 (Michie 2008); and W. Va. Code Ann. § 18-2-13 (Michie 2008).

⁴ Ariz. Rev. Stat. Ann. § 15-719 (West 2008); Cal. Educ. Code § 233 (West 2008); Colo. Rev. Stat. Ann. §22-29-103 (West 2008); Iowa Code Ann. §256.18 (West 2008); Minn. Stat. Ann. § 120B.232 (West 2008); Miss. Code Ann. § 37-13-181 (2008); Okla. Stat. Ann. tit. 70, § 1210.229-6 (West 2008); Or. Rev. Stat. § 336.181 (2008); 24 Pa. Cons. Stat. § 15-1502-E (2008); and Tex. Educ. Code Ann. § 29.906 (Vernon 2008).

⁵ Minn. Stat. Ann. § 120B.232 (West 2008); N.C. Gen. Stat. § 115C-81 (2008); and W. Va. Code Ann. § 18-2-13 (Michie 2008).

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on state expenditures.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local revenues.

2. Expenditures:

This bill may have an insignificant fiscal impact on local expenditures which may be addressed within existing funding. (See FISCAL COMMENTS).

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have a direct fiscal impact on the private sector.

D. FISCAL COMMENTS:

School districts receive categorical funding for Safe Schools activities via the Florida Education Finance Program.⁶ The 2007 Legislature appropriated \$76,617,665 for Safe Schools activities. Proviso allotted \$74,483 to be distributed to each district, with the remainder allocated as follows: (1) two-thirds based on the latest official Florida Crime Index provided by the Department of Law Enforcement; and (2) one-third based on each district's share of the state's total unweighted student enrollment.

Among other things, proviso authorizes the use of Safe Schools funds for the "implementation of conflict resolution strategies."⁷ School districts are also eligible for federal grant funding via the Safe and Drug Free Schools program for conflict resolution programs that meet specified criteria.⁸

The bill is expected to have an insignificant fiscal impact on school districts because they are currently required to teach a character development curriculum, which in some districts may already address conflict resolution and peer mediation. According to the DOE analysis, the bill may require, "Minimal professional development ... for teachers to implement the new conflict resolution and peer mediation part of the curriculum."⁹ It appears, however, that any minimal cost associated with such professional development may be addressed with existing state Safe Schools and federal Safe and Drug Free Schools funding.

⁶ Section 1011.62(6)(b)2., F.S.

⁷ Specific Appropriation 86 of the Conference Committee Report on Senate Bill 2800, Enrolled Chapter 2007-72, L.O.F., as amended by Chapter 2007-326, L.O.F.

⁸ 20 U.S.C.A. §§ 7112 and 7113.

⁹ Department of Education, 2008 Bill Analysis for HB 505.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

The bill does not require a city or county to expend funds or to take any action requiring the expenditure of funds.

The bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

The bill does not reduce the percentage of state tax shared with counties or municipalities.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

D. STATEMENT OF THE SPONSOR

Representative Thompson submitted the following sponsor statement:

The addition of conflict resolution management (including peer mediation) to the character development curriculum for K-12 will serve to combat increasing levels of school violence and allow specially trained student mediators to work with their peers to resolve conflicts. This will reduce traditional disciplinary actions such as suspension, detention and expulsion.

IV. AMENDMENTS/COUNCIL SUBSTITUTE CHANGES

1 A bill to be entitled
 2 An act relating to required instruction for public
 3 schools; amending s. 1003.42, F.S.; requiring that the
 4 character-development program for kindergarten through
 5 grade 12 include conflict-resolution management; providing
 6 an effective date.

7
 8 Be It Enacted by the Legislature of the State of Florida:

9
 10 Section 1. Subsection (2) of section 1003.42, Florida
 11 Statutes, is amended to read:

12 1003.42 Required instruction.--

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

20 (a) The history and content of the Declaration of
 21 Independence, including national sovereignty, natural law, self-
 22 evident truth, equality of all persons, limited government,
 23 popular sovereignty, and inalienable rights of life, liberty,
 24 and property, and how they form the philosophical foundation of
 25 our government.

26 (b) The history, meaning, significance, and effect of the
 27 provisions of the Constitution of the United States and
 28 amendments thereto, with emphasis on each of the 10 amendments

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29 that make up the Bill of Rights and how the constitution
30 provides the structure of our government.

31 (c) The arguments in support of adopting our republican
32 form of government, as they are embodied in the most important
33 of the Federalist Papers.

34 (d) Flag education, including proper flag display and flag
35 salute.

36 (e) The elements of civil government, including the
37 primary functions of and interrelationships between the Federal
38 Government, the state, and its counties, municipalities, school
39 districts, and special districts.

40 (f) The history of the United States, including the period
41 of discovery, early colonies, the War for Independence, the
42 Civil War, the expansion of the United States to its present
43 boundaries, the world wars, and the civil rights movement to the
44 present. American history shall be viewed as factual, not as
45 constructed, shall be viewed as knowable, teachable, and
46 testable, and shall be defined as the creation of a new nation
47 based largely on the universal principles stated in the
48 Declaration of Independence.

49 (g) The history of the Holocaust (1933-1945), the
50 systematic, planned annihilation of European Jews and other
51 groups by Nazi Germany, a watershed event in the history of
52 humanity, to be taught in a manner that leads to an
53 investigation of human behavior, an understanding of the
54 ramifications of prejudice, racism, and stereotyping, and an
55 examination of what it means to be a responsible and respectful
56 person, for the purposes of encouraging tolerance of diversity

57 | in a pluralistic society and for nurturing and protecting
 58 | democratic values and institutions.

59 | (h) The history of African Americans, including the
 60 | history of African peoples before the political conflicts that
 61 | led to the development of slavery, the passage to America, the
 62 | enslavement experience, abolition, and the contributions of
 63 | African Americans to society.

64 | (i) The elementary principles of agriculture.

65 | (j) The true effects of all alcoholic and intoxicating
 66 | liquors and beverages and narcotics upon the human body and
 67 | mind.

68 | (k) Kindness to animals.

69 | (l) The history of the state.

70 | (m) The conservation of natural resources.

71 | (n) Comprehensive health education that addresses concepts
 72 | of community health; consumer health; environmental health;
 73 | family life, including an awareness of the benefits of sexual
 74 | abstinence as the expected standard and the consequences of
 75 | teenage pregnancy; mental and emotional health; injury
 76 | prevention and safety; nutrition; personal health; prevention
 77 | and control of disease; and substance use and abuse.

78 | (o) Such additional materials, subjects, courses, or
 79 | fields in such grades as are prescribed by law or by rules of
 80 | the State Board of Education and the district school board in
 81 | fulfilling the requirements of law.

82 | (p) The study of Hispanic contributions to the United
 83 | States.

84 (q) The study of women's contributions to the United
85 States.

86 (r) The nature and importance of free enterprise to the
87 United States economy.

88 (s) A character-development program in the elementary
89 schools, similar to Character First or Character Counts, which
90 is secular in nature. Beginning in school year 2004-2005, the
91 character-development program shall be required in kindergarten
92 through grade 12. Each district school board shall develop or
93 adopt a curriculum for the character-development program that
94 shall be submitted to the department for approval. The
95 character-development curriculum shall emphasize ~~stress~~ the
96 qualities of patriotism; responsibility; citizenship; kindness;
97 respect for authority, life, liberty, and personal property;
98 honesty; charity; self-control; racial, ethnic, and religious
99 tolerance; ~~and cooperation;~~ and conflict-resolution management,
100 including peer mediation.

101 (t) In order to encourage patriotism, the sacrifices that
102 veterans have made in serving our country and protecting
103 democratic values worldwide. Such instruction must occur on or
104 before Veterans' Day and Memorial Day. Members of the
105 instructional staff are encouraged to use the assistance of
106 local veterans when practicable.

107
108 The State Board of Education is encouraged to adopt standards
109 and pursue assessment of the requirements of this subsection.

110 Section 2. This act shall take effect July 1, 2008.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 653 Corporate Income Tax Credit Scholarship Program
SPONSOR(S): Traviesa and others
TIED BILLS: IDEN./SIM. BILLS: SB 1440

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Committee on Education Innovation & Career Preparation</u>	_____	Beagle <i>GB</i>	White <i>TW</i>
2) <u>Schools & Learning Council</u>	_____	_____	_____
3) <u>Policy & Budget Council</u>	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

SUMMARY ANALYSIS

The Corporate Income Tax Credit Scholarship Program (CITC Program) provides an income tax credit for corporations making eligible contributions to nonprofit scholarship funding organizations (SFO). SFOs award scholarships to students from families with limited financial resources. House Bill 653 revises the CITC Program by:

- Providing legislative findings and revises the program's purpose.
- Providing first-time scholarship eligibility for the sibling of a renewing student who meets specified criteria.
- Increasing the \$88 million maximum tax credit by \$30 million annually beginning on July 1, 2009, until the maximum tax credit reaches \$238 million on July 1, 2012.
- Deleting provisions that reserve at least one percent of the maximum tax credit for small businesses.
- Requiring a SFO to annually expend at least 75%, rather than obligate 100%, of the eligible contributions made in that fiscal year for scholarships.
- Authorizing SFOs to retain up to three percent of collected contributions for administrative expenses incurred.
- Requiring SFOs to verify each scholarship student's attendance at a private school for each period covered by a scholarship payment, rather than obtaining verification prior to each payment.
- Increasing the maximum scholarship award amount from \$3,750 to \$4,500 for the 2008-2009 school year.
- Requiring the State Board of Education (SBE) for the 2009-2010 school year and thereafter to annually adjust the maximum scholarship award amount to reflect 62% of the unweighted Florida Education Finance Program (FEFP) per student funding amount.
- Revising the allowable uses of scholarship funds from "tuition or textbook expenses" to "tuition and fees" and deleting the requirement that at least 75% of scholarship funding to be used for tuition.
- Establishing a \$200 premium payment for scholarship students who take the Florida Comprehensive Assessment Test (FCAT) and attend a private school where 95% of scholarship students take the FCAT.
- Deleting provisions placing responsibility on parents for transportation to FCAT testing sites and providing that the premium payment shall be used for transportation, test preparation, or other school fees.
- Requiring the Department of Education (DOE) to determine if 95% of a private school's scholarship students take the FCAT and to provide private schools with FCAT-test preparation.
- Clarifying that a taxpayer who has made or who makes an eligible contribution to a SFO will not lose the tax credit retroactively if a court holds any provision of s. 220.187(5), F.S., unconstitutional.

The bill could have a maximum negative impact of \$30 million in General Revenue for Fiscal Year 2008-2009; however, this revenue reduction could be offset by an approximate \$43 million reduction in FEFP expenditures. Public school districts will incur additional costs for the administration of the FCAT to scholarship recipients if the bill's \$200 premium payment increases the number of scholarship recipients taking the FCAT. **(See FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT).**

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Safeguard Individual Liberty-- The bill provides parents of low-income students with greater opportunity to exercise educational choice by increasing scholarship award amounts and by revising the scholarship eligibility provisions for siblings of a renewing scholarship recipient.

Empower Families-- The bill provides parents of low-income students with greater opportunity to exercise educational choice by increasing scholarship award amounts and by revising the scholarship eligibility provisions for siblings of a renewing scholarship recipient.

B. EFFECT OF PROPOSED CHANGES:

Corporate Income Tax Credit Scholarship Program

The 2001 Legislature passed the CITC Program¹ with an implementation date of January 1, 2002. The program's purpose is to expand educational opportunities for families that have limited financial resources and enable Florida's children to achieve a greater level of excellence in their education. The CITC Program provides an income tax credit for corporations that make eligible contributions to nonprofit SFOs. SFOs award scholarships to students from families with limited financial resources as demonstrated by the student qualifying for free or reduced-price school lunches (FFRL) under the National School Lunches Act.² According to the DOE, \$59.3 million in scholarships were awarded during the 2006-2007 school year to more than 17,800 students. As of November 2007, 19,416 scholarship recipients are enrolled in 906 participating private schools. Eighty-two percent of participating private schools are religious, whereas 18% of such schools are nonreligious.³

Findings and Purpose: House Bill 653 includes legislative findings and revises the purpose of the CITC program. The findings provide that the Legislature has the inherent power to determine subjects of taxation for general or particular public purposes. Thus, the Legislature may promote the following valid public purposes: expanding educational opportunities; improving the quality of educational services within the state; and ensuring that parents may exercise and enjoy their basic right to educate their children as they see fit. Further, the legislative findings provide that per-student funding in Florida public schools has risen each year since the inception of programs that provide educational opportunities and that these opportunities are critical to improving Florida's quality of education and ensuring that all children receive the high quality education to which they are entitled.

The bill revises the purpose of the program to enable taxpayers to make private, voluntary contributions to SFOs in order to promote the general welfare and to financially help parents with limited resources exercise their basic right to educate their children as they see fit. Also, the bill provides that the purpose of the CITC program is to improve Florida's quality of education, both by expanding educational opportunities and by creating incentives for schools to achieve excellence.

Student Eligibility: A student is eligible for a first-time CITC scholarship if he or she qualifies for FFRL under the National School Lunch Act,⁴ and:

¹ Section 220.187, F.S.

² 42 U.S.C.A. 1758(b)(1).

³ Florida Department of Education, Office of Independent Education and Parental Choice, *Corporate Tax Credit Scholarship Program* (January 2008) available at http://www.floridaschoolchoice.org/Information/CTC/files/ctc_fast_facts.pdf.

⁴ Eligibility for free or reduced-price school lunches under the National School Lunch Act is dependent upon the household size and income of a student's family. If the family's income is: (a) equal to or less than 130% of the federal poverty guidelines for the relevant household size, the student is entitled to free lunches; or (b) more than 130%, but equal to or less than 185%, of the federal poverty guidelines for the relevant household size, the student is entitled to reduced-price lunches. See Federal Register, Wednesday, March 15, 2006, Child Nutrition Programs—Income Eligibility Guidelines, U.S. Department of Agriculture, 42 USC 1758(b)(1).

- Was counted as a full-time student during the previous state fiscal year for purposes of state per-student funding;
- Received a scholarship from an eligible SFO or the State of Florida during the previous school year; or
- Is eligible to enter kindergarten or first grade.

In order to qualify for FFRL, a student's parents must document that their household income does not exceed 185% of Federal Poverty Level.

In subsequent years, a scholarship recipient may be eligible for a renewal scholarship, contingent upon available funds, if the student's parents document that their household income does not exceed for 200% of Federal Poverty Level.⁵ In the event, however, that a sibling of a scholarship student wishes to qualify for a first-time scholarship, the parents must document that their income does not exceed 185% Federal Poverty Level for the sibling's eligibility. Thus, a household's income could meet the renewing scholarship income guideline, but exceed the first-time scholarship income guideline.

Under the bill, the sibling of a renewing scholarship recipient who resides in the same household as the renewing student will be eligible as a first-time CITC scholarship recipient as long as the household income does not exceed 200% of Federal Poverty Level.

Tax Credits: The maximum amount of tax credits that may be granted per state fiscal year under the CITC Program is \$88 million. A taxpayer is allowed a tax credit of 100% of his or her eligible contribution. However, the credit may not exceed 75% of taxes owed by the taxpayer during the year of the contribution. At least one percent of the maximum tax credit amount must be reserved for small businesses as defined in s. 288.703(1), F.S., that make scholarship contributions.⁶

The bill provides for \$30 million annual increases to the maximum tax credit amount for five years until 2013. Thus, under the bill, the maximum tax credit is increased from \$88 million to:

- \$118 million on July 1, 2008;
- \$148 million on July 1, 2009;
- \$178 million on July 1, 2010;
- \$208 million on July 1, 2011; and
- \$238 million on July 1, 2012.

The bill also deletes provisions reserving at least one percent of the maximum tax credit amount for small businesses that make scholarship contributions.

Scholarships: Current law provides that the scholarship award provided to any child for any single school year by all eligible SFOs shall not exceed the following limits:

- \$3,750 for a scholarship awarded to a student for enrollment in an eligible private school.
- \$500 for a scholarship awarded to a student for enrollment in a Florida public school that is located outside the district in which the student resides.

The bill increases the maximum, annual per student scholarship amount from \$3,750 to \$4,500. Beginning June 30, 2009, the bill requires the SBE to annually amend its rules to adjust the maximum amounts for CITC scholarship awards to reflect 62% of the unweighted FEFP per student funding amount established in the annual appropriations act for the ensuing state fiscal year. Beginning July 1,

⁵ Additionally, the household must complete the renewal application, must have taken an approved nationally recognized standardized test for students grade 3-10, must have been actively using the scholarship for the prior school year, must be free of debt to the current private school for the prior school year, and must not have been disqualified by Florida P.R.I.D.E. for any reason, including internal audit process. See <http://www.floridapride.org/index.cfm/fuseaction=about.Handbook#New> (parent handbook).

⁶ Section 220.187(5), F.S.

2009, and each year thereafter, adjusted amounts must be rounded downward to the nearest dollar and are effective for the following school year.

SFOs are also required to obtain verification from the private school of the scholarship student's *continued attendance prior to each scholarship payment* and to make such payments on no less than a quarterly basis. The bill revises this responsibility to require a SFO to obtain verification for *each period covered by a scholarship payment*.

FCAT Premium Payment: Statute requires the DOE to select nationally norm-referenced tests that participating private schools may use to assess scholarship students.⁷ The private school and student's parent must ensure that the student is subject to an assessment. The parent may choose to have the student take either the norm-referenced test offered by the private school or the FCAT. Parents that choose the FCAT option are responsible for transporting the student to the testing site.⁸ Currently, private schools must cooperate with scholarship students whose parents choose the FCAT option, but they are not explicitly required to provide FCAT preparation materials to such students.⁹

The bill establishes an annual premium payment of \$200 for scholarship students who take the FCAT. To be eligible for the premium, the student must take the FCAT and attend a private school where at least 95% of eligible scholarship students take the FCAT. For purposes of awarding the premium payment, the bill requires the DOE to determine whether at least 95% of the private school's scholarship students participate in the FCAT. The bill also requires the DOE to provide FCAT preparation and instructional materials to participating schools for use in preparing scholarship students for the FCAT. The bill deletes provisions making the student's parent responsible for transporting the student to the FCAT test site.

Under the bill, the SFO shall make the premium payment by warrant payable to a student's parent, who must restrictively endorse the warrant to the private school for deposit into the account of the private school. The bill requires the premium payment to be applied to transportation and test preparation costs associated with participation in the FCAT, or any other school fees.

Obligations of SFOs: Currently, SFOs must provide scholarships from eligible contributions to eligible students for tuition, textbook expenses, or transportation to an eligible private school. At least 75% of the scholarship must be used for tuition expenses.¹⁰ The bill deletes textbook and transportation expenses as an allowable use of private school scholarship funds and provides that such funds must cover "tuition and fees." It also deletes the requirement that at least 75% of the scholarship must be used for tuition.

Currently, statute requires SFOs to obligate, in the same fiscal year in which the contribution was received, 100% of the eligible contribution to provide annual or partial-year scholarships provided that up to 25% of the total contribution may be carried forward for scholarships to be granted in the following state fiscal year. Statute prohibits SFOs from retaining any amount of scholarship funds for administrative expenses.¹¹

Under the bill, a SFO is no longer required to *obligate* 100% of the contributions; instead, they are required to *expend* at least 75% of the eligible contributions on annual or partial-year scholarships during the fiscal year that the contributions are collected. The bill retains current law authorizing up to 25% of eligible contributions to be carried forward to the succeeding fiscal year. Additionally, the bill

⁷ Section 220.187(9)(i), F.S.; Rule 6A-6.0960, F.A.C., (authorizing private schools to use the following assessment tests to assess scholarship students: Basic Achievement Skills Inventory; Iowa Test of Basic Skills; Metropolitan Achievement Tests, 8th Edition; Stanford Achievement Test, 10th Edition; TerraNova Basic Battery; TerraNova, 2nd Edition; and the FCAT, and specifying that the DOE may authorize the use of other assessments that meet specified criteria).

⁸ Section 220.187(7)(e), F.S.

⁹ Section 220.187(8), F.S.

¹⁰ Section 220.187(11), F.S.

¹¹ Section 220.187(6)(i), F.S.

permits SFO's to retain up to three percent of eligible collected contributions for administrative expenses.

Preservation of Tax Credit: The bill clarifies that a taxpayer, who has made or who makes an eligible contribution¹² to a SFO under s. 220.187(5), F.S., will not lose the tax credit retroactively if a court holds: (a) any provision or portion of s. 220.187(5), F.S., unconstitutional or invalid; or (b) the application of s. 220.187(5), F.S., to any person or circumstance unconstitutional or invalid. Further, the bill specifies that this "preservation of tax credit" provision may never result in the allowance of more than one dollar of credit for each dollar paid to a SFO.

C. SECTION DIRECTORY:

Section 1.: Amending s. 220.187, F.S.; providing Legislative findings; revising program purposes; providing first-time scholarship eligibility for siblings of renewing scholarship recipients; revising total annual tax credit limit; deleting reservation of at least one percent of total tax credit limit for contributing small businesses; revising authorized uses of scholarship funds; providing for premium payments for scholarship students who participate in FCAT; removing parent responsibility for transportation to test administration sites; requiring the DOE to provide FCAT preparation materials to participating schools; requiring the DOE to determine if 95% of a participating school's scholarship students participate in the FCAT; revising scholarship award amounts and providing amount and allowable uses of premium payment; requiring the SBE to annually adjust scholarship award amount in rule; and providing for preservation of tax credit under certain circumstances.

Section 2.: Providing an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

Beginning with Fiscal Year (FY) 2008-2009, the bill increases the amount of allowable tax credits under the CITC Program by \$30 million annually for five years. The maximum negative impact on General Revenue in FY 2008-2009 is \$30 million. However, this revenue reduction could be offset by approximately 6,000 fewer students being served in the FEFP and therefore a reduction in FEFP expenditures. Please see "2. Expenditures," below, for the calculation of the bill's impact on state expenditures.

2. Expenditures:

The DOE estimates that the bill's \$30 million increase in allowable tax credits under the CITC Program for the 2008-2009 school year, taking into consideration the bill's increase to the maximum scholarship amount, could result in approximately 6,000 additional CITC scholarship awards.¹³ The most recent calculation of public school operating funding in the FEFP provides a statewide average of \$7,212 per FTE.¹⁴ If the number of CITC scholarship recipients increases by 6,000 students, FEFP expenditures could be decreased in the 2008-2009 school year by \$43,272,000 (6,000 scholarship recipients multiplied by \$7,212).

The bill requires an annual premium payment of \$200 to be paid for each scholarship recipient who takes the FCAT and attends a private school where at least 95% of CITC scholarship recipients take the FCAT. The number of scholarship recipients who will qualify for the \$200 premium

¹² Section 220.187(2)(b), F.S. ("Eligible contribution" is defined to mean a monetary contribution from a taxpayer, subject to the restrictions provided in this section, to an eligible nonprofit scholarship funding organization).

¹³ DOE Analysis for HB 653, dated February 26, 2008.

¹⁴ Florida Education Finance Program third calculation, dated December 18, 2007

payment in the 2008-2009 school year is indeterminate; however, if all current scholarship recipients, i.e., 19,416 recipients in the 2007-2008 school year, were eligible for the premium payment under the bill, the total cost would be approximately \$3.9 million (19,416 recipients multiplied by \$200). If these payments are made from the allowable tax credits received by the SFOs, the total number of available CITC scholarships would be reduced by 867 (\$3.9 million divided by \$4,500 per scholarship).

The bill requires the DOE to provide FCAT preparation and instructional materials to participating private schools. The DOE currently makes sample FCAT testing materials available on-line; therefore, the DOE estimates that additional costs will be minimal if these materials are sufficient to address the bill's requirement.¹⁵

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

If CITC scholarship recipients increase by 6,000 students, FEFP expenditures could be decreased by a \$43,272,000 reduction in FY 2008-2009 revenue to public school districts. Public school districts, however, would not incur expenditures for these 6,000 students.

2. Expenditures:

In the 2007-2008 school year, 15 CITC scholarship recipients took the FCAT. It is anticipated that the bill's \$200 premium payment will encourage a significantly greater number of scholarship recipients to take the FCAT. As a result, districts may incur increased FCAT administration costs. According to a survey of districts conducted by the DOE, these costs may include expenditures for additional testing space requirements, proctors to administer the test, and part-time district employees to work with the private schools on the planning and logistics of test administration.¹⁶

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

The bill increases the individual annual scholarship amount from \$3750 to \$4500 for the 2008-2009 school year. Thus, parents of scholarship recipients will receive larger financial awards to pay for private school expenses.

The bill provides for \$30 million annual increases to the maximum tax credit amount for five years until 2013, i.e., the bill will increase the annual tax credit limit from \$88 million to \$238 million in 2013. This will enable a greater number of eligible tax payers to choose to take advantage of the corporate income tax credit.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. The bill does not appear to require a county or municipality to spend funds or take an action requiring expenditures; reduce the authority that counties and municipalities had as of February 1, 1989, to raise revenues in the aggregate; or reduce the percentage of a state tax shared

¹⁵ DOE Analysis for HB 653, dated February 26, 2008.

¹⁶ *Id.*

in the aggregate with counties and municipalities as of February 1, 1989.

2. Other:

Article I, s. 2 of the Florida Constitution, sets forth the guaranty of equal protection, which provides that:

All natural persons, female and male alike, are equal before the law and have inalienable rights, among which are the right to enjoy and defend life and liberty, to pursue happiness, to be rewarded for industry, and to acquire, possess and protect property; except that the ownership, inheritance, disposition and possession of real property by aliens ineligible for citizenship may be regulated or prohibited by law. No person shall be deprived of any right because of race, religion, national origin, or physical disability.

Equal protection, however, does not require that a statute apply equally and uniformly to all persons within the state. It is sufficient if the statute applies uniformly to all persons who are similarly situated. Furthermore, reasonable classifications, meaning a grouping of things because they agree with one another in certain particulars and differ from other things in those particulars, is permissible under the equal protection clause, so long as the classification is not arbitrary and is based on some difference in the classes having a substantial relation to the purpose of the legislation.

The bill provides a \$200 annual premium payment for the benefit of CITC scholarship students who take the FCAT and attend a private school where at least 95% of eligible scholarship students take the FCAT. Distinguishably, CITC scholarship recipients in private schools with less than 95% participation in the FCAT, and students in public schools, who take the FCAT are not the beneficiaries of any such payment. As a result of these classifications among similarly situated students, the bill might be subject to a challenge on equal protection grounds.

B. RULE-MAKING AUTHORITY:

The bill requires the SBE to annually amend its rules to adjust the maximum scholarship award amount to reflect 62% of the unweighted FEFP per student funding amount established in the annual appropriations act for the ensuing state fiscal year.

C. DRAFTING ISSUES OR OTHER COMMENTS:

Scholarship Amount: The bill amends s. 220.187(11), F.S., to increase the maximum scholarship award amount from \$3,750 to \$4,500 per year. The bill also requires the SBE beginning on June 30, 2009, and annually thereafter, to specify in rule a maximum scholarship amount that reflects 62% of the unweighted FEFP per student funding amount. The requirement that the SBE amend its rules each year may be burdensome, as rule development is a multi-stage process, subject to public notice, input, and hearing requirements.¹⁷ Additionally, the fact that statute will specify a maximum scholarship amount of \$4,500, while rule will specify the actual maximum scholarship amount may cause confusion. For clarity and to eliminate the necessity for annual SBE rule making, it may be desirable to amend the bill to remove reference to the \$4,500 amount and provide that the maximum scholarship amount shall be 62% of the statewide average total funds per unweighted full-time equivalent student funding amount as calculated in the General Appropriations Act Conference Report of the FEFP for that school year. For the 2007-2008 school year, this average amount was \$7,305, which when multiplied by 62% would result in a maximum scholarship amount of \$4530.

FCAT Premium Payment: Under current law, the parent of a scholarship recipient may choose to have the student take either the norm-referenced test offered by the private school or the FCAT.

¹⁷ Section 120.54, F.S.

Statute specifies that parents choosing the FCAT option are responsible for transporting the student to the testing site.

The bill removes current law requiring parents to transport students to the FCAT testing site. It also provides for an annual premium payment of \$200 for a scholarship student who takes the FCAT and attends a private school where at least 95% of eligible scholarship students take the FCAT. The premium payment is to be deposited into the private school's account and applied to transportation and test preparation costs associated with participation in the FCAT, or any other school fees. The DOE is required to provide FCAT preparation and instructional materials to participating schools for use in preparing scholarship recipients for the FCAT.

These provisions of the bill present a number of drafting, implementation, and policy issues that include the following:

- The bill provides that a SFO shall make the \$200 premium payment, but does not clearly identify the source of funds to be used for this payment, e.g., eligible contributions to the CITC Program.
- The bill requires the DOE to determine whether 95% of scholarship-recipients in a private school have participated in the FCAT, but does not specify a time frame for when this determination is to be made. Further, the bill does not identify when the \$200 premium payments are to be made by the SFO. Due to the fact that the FCAT is administered in the spring, the DOE would not be able to determine how many scholarship recipients qualify for the premium payments until late in the school year. This could pose accounting issues for a SFO as it will not know at the beginning of each school year how much to reserve for premium payments.
- The bill requires the \$200 premium payment to be applied to transportation and test preparation costs associated with participation in the FCAT, or any other school fees. It does not, however, provide an accounting mechanism to ensure that the payment is used in this manner.
- The bill deletes current provisions placing FCAT-related transportation responsibilities on the parent and does not transfer this responsibility to another entity. As such, the responsibility for FCAT-related transportation is unclear.
- The bill requires the DOE to provide FCAT preparation and instructional materials to participating schools. Current FCAT preparation materials available from the DOE are intended for students who are being taught a curriculum based on the Sunshine State Standards (SSS). Private school curriculums are not SSS-based and, thus, available FCAT preparation materials may not be of adequate assistance to a scholarship recipient who takes the FCAT. If the DOE is required to develop alternative FCAT preparation curricula, there is likely to be a significant fiscal impact to the department.
- The bill's premium payment may result in a significant increase in the number of scholarship recipients electing to take the FCAT. As discussed above in the section entitled, "FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT," such an increase would: (a) reduce the number of scholarships that would otherwise be available; and (b) impose increased work load and fiscal burdens on school districts, which appear to implicitly be required to administer the FCAT for these students. Although the bill does not specifically state that school districts are required to administer the FCAT, this would be necessary as a practical matter in order to maintain testing security for the FCAT.

D. STATEMENT OF THE SPONSOR

IV. AMENDMENTS/COUNCIL SUBSTITUTE CHANGES

1 A bill to be entitled
 2 An act relating to the Corporate Income Tax Credit
 3 Scholarship Program; amending s. 220.187, F.S.; providing
 4 legislative findings; revising program purposes; providing
 5 that siblings of certain students are eligible for
 6 participation in the program; revising provisions
 7 authorizing the total amount of tax credits that may be
 8 granted and deleting the reservation of a portion thereof;
 9 revising authorized uses of scholarship funds and
 10 providing for premium payments to certain students who
 11 participate in statewide assessments; revising provisions
 12 relating to expenditure of contributions received during a
 13 fiscal year; removing parent responsibility for providing
 14 transportation to certain assessment sites; providing
 15 obligations of the Department of Education relating to
 16 scholarship student participation in statewide
 17 assessments; revising scholarship amounts and providing
 18 amount of premium payments; requiring State board of
 19 Education rule for adjustment of scholarship awards;
 20 revising requirements relating to verification of student
 21 attendance for purposes of scholarship payment; providing
 22 for preservation of credits under certain circumstances;
 23 providing an effective date.

24
 25 Be It Enacted by the Legislature of the State of Florida:
 26

27 Section 1. Subsections (1) and (3), paragraph (b) of
 28 subsection (5), paragraphs (d), (i), and (m) of subsection (6),

29 paragraph (e) of subsection (7), paragraph (c) of subsection
 30 (8), and paragraphs (a), (b), and (c) of subsection (11) of
 31 section 220.187, Florida Statutes, are amended, paragraphs (k)
 32 through (n) of subsection (9) are redesignated as paragraphs (m)
 33 through (p), respectively, new paragraphs (k) and (l) are added
 34 to that subsection, and a new subsection (14) is added to that
 35 section, to read:

36 220.187 Credits for contributions to nonprofit
 37 scholarship-funding organizations.--

38 (1) FINDINGS AND PURPOSE.--

39 (a) The Legislature finds that:

40 1. It has the inherent power to determine subjects of
 41 taxation for general or particular public purposes.

42 2. Expanding educational opportunities and improving the
 43 quality of educational services within the state are valid
 44 public purposes that the Legislature may promote using its
 45 sovereign power to determine subjects of taxation and exemptions
 46 from taxation.

47 3. Ensuring that all parents, regardless of means, may
 48 exercise and enjoy their basic right to educate their children
 49 as they see fit is a valid public purpose that the Legislature
 50 may promote using its sovereign power to determine subjects of
 51 taxation and exemptions from taxation.

52 4. The existence of programs that provide expanded
 53 educational opportunities in this state has not been shown to
 54 reduce funding to or otherwise harm public schools within the
 55 state, and, to the contrary, per-student funding in public

56 schools has risen each year since the inception of those
 57 programs in 1999.

58 5. Expanded educational opportunities and the healthy
 59 competition they promote are critical to improving the quality
 60 of education in the state and to ensuring that all children
 61 receive the high-quality education to which they are entitled.

62 (b) The purpose of this section is to:

63 1.(a) Enable taxpayers to make ~~Encourage~~ private,
 64 voluntary contributions to nonprofit scholarship-funding
 65 organizations in order to promote the general welfare.

66 2. Provide taxpayers who wish to help parents with limited
 67 resources exercise their basic right to educate their children
 68 as they see fit with a means to do so.

69 3.(b) Promote the general welfare by expanding ~~Expand~~
 70 educational opportunities for children of families that have
 71 limited financial resources.

72 4.(e) Enable children in this state to achieve a greater
 73 level of excellence in their education.

74 5. Improve the quality of education in this state, both by
 75 expanding educational opportunities for children and by creating
 76 incentives for schools to achieve excellence.

77 (3) PROGRAM; SCHOLARSHIP ELIGIBILITY.--The Corporate
 78 Income Tax Credit Scholarship Program is established. A student
 79 is eligible for a corporate income tax credit scholarship if the
 80 student qualifies for free or reduced-price school lunches under
 81 the National School Lunch Act and:

82 (a) Was counted as a full-time equivalent student during
 83 the previous state fiscal year for purposes of state per-student
 84 funding;

85 (b) Received a scholarship from an eligible nonprofit
 86 scholarship-funding organization or from the State of Florida
 87 during the previous school year; or

88 (c) Is eligible to enter kindergarten or first grade.
 89

90 Contingent upon available funds, a student may continue in the
 91 scholarship program as long as the student's household family
 92 income level does not exceed 200 percent of the federal poverty
 93 level. A sibling of a student who is continuing in the program
 94 and resides in the same household as the student shall also be
 95 eligible as a first-time corporate income tax credit scholarship
 96 recipient as long as the student's and sibling's household
 97 income level does not exceed 200 percent of the federal poverty
 98 level.

99 (5) AUTHORIZATION TO GRANT SCHOLARSHIP FUNDING TAX
 100 CREDITS; LIMITATIONS ON INDIVIDUAL AND TOTAL CREDITS.--

101 (b) The total amount of tax credits and carryforward of
 102 tax credits which may be granted each state fiscal year under
 103 this section is:

- 104 1. Through June 30, 2008, \$88 million.
- 105 2. Through June 30, 2009, \$118 million.
- 106 3. Through June 30, 2010, \$148 million.
- 107 4. Through June 30, 2011, \$178 million.
- 108 5. Through June 30, 2012, \$208 million.
- 109 6. Beginning July 1, 2012, and thereafter, \$238 million.

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110 ~~At least 1 percent of the total statewide amount authorized for~~
111 ~~the tax credit shall be reserved for taxpayers who meet the~~
112 ~~definition of a small business provided in s. 288.703(1) at the~~
113 ~~time of application.~~

114 (6) OBLIGATIONS OF ELIGIBLE NONPROFIT SCHOLARSHIP-FUNDING
115 ORGANIZATIONS.--An eligible nonprofit scholarship-funding
116 organization:

117 (d)1. Must provide scholarships, from eligible
118 contributions, to eligible students for the cost of:

119 a.1. ~~Tuition and fees or textbook expenses for, or~~
120 ~~transportation to,~~ an eligible private school. ~~At least 75~~
121 ~~percent of the scholarship funding must be used to pay tuition~~
122 ~~expenses; or~~

123 b.2. ~~Transportation expenses~~ to a Florida public school
124 that is located outside the district in which the student
125 resides or to a lab school as defined in s. 1002.32.

126 2. Must provide a premium payment to a scholarship student
127 who participates in the statewide assessments pursuant to s.
128 1008.22 and who attends an eligible private school that has at
129 least 95-percent participation of eligible scholarship students
130 in the statewide assessments. This premium payment shall be
131 applied to transportation costs related to participation in the
132 statewide assessments, statewide assessment preparation costs,
133 and other school fees incurred by a student that are not
134 otherwise covered under this paragraph.

135 (i) Must expend for annual or partial-year scholarships an
136 amount equal to or greater than 75 percent of the eligible
137 contributions received during the fiscal year in which such

138 contributions are collected. No more than 25 percent of such
 139 eligible contributions may be carried forward to the following
 140 fiscal year. Any amounts carried forward shall be expended for
 141 ~~obligate, in the same fiscal year in which the contribution was~~
 142 ~~received, 100 percent of the eligible contribution to provide~~
 143 ~~annual or partial-year scholarships, however, up to 25 percent~~
 144 ~~of the total contribution may be carried forward for expenditure~~
 145 ~~in the following state fiscal year. A scholarship-funding~~
 146 ~~organization must, before granting a scholarship for an academic~~
 147 ~~year, document each scholarship student's eligibility for that~~
 148 ~~academic year. A scholarship-funding organization may not grant~~
 149 ~~multiyear scholarships in one approval process. Up to 3 percent~~
 150 ~~No portion of eligible collected contributions may be used for~~
 151 ~~administrative expenses incurred by a scholarship-funding~~
 152 ~~organization under this section. All interest accrued from~~
 153 ~~contributions must be used for scholarships.~~

154 (m) Must prepare and submit quarterly reports to the
 155 Department of Education pursuant to paragraph (9) (o) ~~(m)~~. In
 156 addition, an eligible nonprofit scholarship-funding organization
 157 must submit in a timely manner any information requested by the
 158 Department of Education relating to the scholarship program.

159
 160 Any and all information and documentation provided to the
 161 Department of Education and the Auditor General relating to the
 162 identity of a taxpayer that provides an eligible contribution
 163 under this section shall remain confidential at all times in
 164 accordance with s. 213.053.

165 (7) PARENT AND STUDENT RESPONSIBILITIES FOR PROGRAM
 166 PARTICIPATION.--

167 (e) The parent shall ensure that the student participating
 168 in the scholarship program takes the norm-referenced assessment
 169 offered by the private school. The parent may also choose to
 170 have the student participate in the statewide assessments
 171 pursuant to s. 1008.22. ~~If the parent requests that the student~~
 172 ~~participating in the scholarship program take statewide~~
 173 ~~assessments pursuant to s. 1008.22, the parent is responsible~~
 174 ~~for transporting the student to the assessment site designated~~
 175 ~~by the school district.~~

176 (8) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.--An
 177 eligible private school may be sectarian or nonsectarian and
 178 must:

179 (c) Be academically accountable to the parent for meeting
 180 the educational needs of the student by:

181 1. At a minimum, annually providing to the parent a
 182 written explanation of the student's progress.

183 2. Annually administering or making provision for students
 184 participating in the scholarship program to take one of the
 185 nationally norm-referenced tests identified by the Department of
 186 Education. Students with disabilities for whom standardized
 187 testing is not appropriate are exempt from this requirement. A
 188 participating private school must report a student's scores to
 189 the parent and to the independent research organization selected
 190 by the Department of Education as described in paragraph (9)(j).

191 3. Cooperating with the scholarship student whose parent
 192 chooses to have the student participate in the statewide

193 assessments pursuant to s. 1008.22 ~~1008.32~~. To encourage
 194 participation, a scholarship student who participates in the
 195 statewide assessments is eligible for a premium payment pursuant
 196 to subparagraph (6) (d)2. and subparagraph (11) (a)2.

197

198 The inability of a private school to meet the requirements of
 199 this subsection shall constitute a basis for the ineligibility
 200 of the private school to participate in the scholarship program
 201 as determined by the Department of Education.

202 (9) DEPARTMENT OF EDUCATION OBLIGATIONS.--The Department
 203 of Education shall:

204 (k) Provide participating schools with all preparation and
 205 instructional materials to prepare students for the statewide
 206 assessments pursuant to s. 1008.22.

207 (l) Determine if at least 95 percent of a private school's
 208 eligible scholarship students participate in the statewide
 209 assessments pursuant to s. 1008.22.

210 (11) SCHOLARSHIP AND PREMIUM AMOUNT AND PAYMENT.--

211 (a)1. The amount of a scholarship provided to any student
 212 for any single school year by an eligible nonprofit scholarship-
 213 funding organization from eligible contributions shall be for
 214 total costs authorized under subparagraph (6) (d)1., not to
 215 exceed the following annual limits:

216 a.1. Four thousand five hundred ~~Three thousand seven~~
 217 ~~hundred fifty~~ dollars for a scholarship awarded to a student
 218 enrolled in an eligible private school.

219 b.2. Five hundred dollars for a scholarship awarded to a
 220 student enrolled in a Florida public school that is located

221 outside the district in which the student resides or in a lab
 222 school as defined in s. 1002.32.

223 2. The amount of an annual premium payment by an eligible
 224 nonprofit scholarship-funding organization from eligible
 225 contributions shall be \$200 for costs authorized under
 226 subparagraph (6)(d)2. provided to a student who takes the
 227 statewide assessments pursuant to s. 1008.22 if at least 95
 228 percent of the private school's eligible scholarship students
 229 participate in the statewide assessments.

230

231 By June 30, 2009, and annually thereafter, the State Board of
 232 Education shall, by rule, adjust the maximum amounts for the
 233 scholarship awards under this paragraph to reflect 62 percent of
 234 the unweighted FEFP student funding amount established in the
 235 annual appropriations act for the ensuing state fiscal year. The
 236 annually adjusted amounts shall be rounded downward to the
 237 nearest dollar and shall be effective for the following school
 238 year beginning July 1, 2009, and each year thereafter.

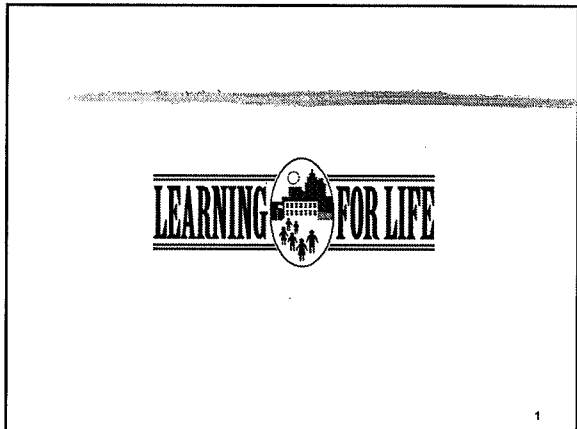
239 (b) Payment of the scholarship and premium by the eligible
 240 nonprofit scholarship-funding organization shall be by
 241 individual warrant made payable to the student's parent. If the
 242 parent chooses that his or her child attend an eligible private
 243 school, the warrant must be delivered by the eligible nonprofit
 244 scholarship-funding organization to the private school of the
 245 parent's choice, and the parent shall restrictively endorse the
 246 warrant to the private school. An eligible nonprofit
 247 scholarship-funding organization shall ensure that the parent to
 248 whom the warrant is made restrictively endorsed the warrant to

249 the private school for deposit into the account of the private
 250 school.

251 (c) An eligible nonprofit scholarship-funding organization
 252 shall obtain verification from the private school of a student's
 253 continued attendance at the school for prior to each period
 254 covered by a scholarship payment.

255 (14) PRESERVATION OF CREDIT.--If any provision or portion
 256 of subsection (5) or the application thereof to any person or
 257 circumstance is held unconstitutional by any court or is
 258 otherwise declared invalid, the unconstitutionality or
 259 invalidity shall not affect any credit earned under subsection
 260 (5) by any taxpayer with respect to any contribution paid to an
 261 eligible nonprofit scholarship-funding organization before the
 262 date of a determination of unconstitutionality or invalidity.
 263 Such credit shall be allowed at such time and in such a manner
 264 as if a determination of unconstitutionality or invalidity had
 265 not been made, provided that nothing in this subsection by
 266 itself or in combination with any other provision of law shall
 267 result in the allowance of any credit to any taxpayer in excess
 268 of one dollar of credit for each dollar paid to an eligible
 269 nonprofit scholarship-funding organization.

270 Section 2. This act shall take effect June 30, 2008.



1



Mission Statement

It is the mission of Learning for Life to enable young people to become responsible individuals by teaching positive character traits, career development, leadership and life skills so they can make ethical choices and achieve their full potential.

Vision Statement

Learning for Life strives to be the foremost co-educational youth program for character and career development.

2

Character Education Outcomes

- | | |
|-------------------|-----------------|
| ⌘ Caring/Fairness | Perseverance |
| ⌘ Citizenship | Respect |
| ⌘ Courage | Responsibility |
| ⌘ Honesty/Trust | Self-discipline |
| ⌘ Life Skills | |

3



There are Seven Programs in Learning for Life:

1. Seekers Program
2. Discoverers Program
3. Challengers Program
4. Champions Program
5. Builders Program
6. Navigators Program
7. Exploring

4

Program Organization

Two Program Methods:

- School-Based
- Worksite-Based

5

Program Components

- ⌘ **Seekers Program:** Kindergarten, 1st and 2nd
- ⌘ **Discoverers Program:** 3rd and 4th
- ⌘ **Challengers Program:** 5th and 6th

6

Program Components

Seekers/Discoverers/Challengers Programs

Features:

- ⌘ 61 age appropriate lesson plans with recognition plan
- ⌘ Super Safe CD ROM
- ⌘ KidServe
- ⌘ Celebrate Character
- ⌘ Drug Abuse Prevention Education Lessons
- ⌘ Character Quest
- ⌘ Program Assessment

7

Program Components

The Builders Program

- ⌘ 44 lesson plans for each grade
 - character education lessons
 - building relationships lessons
 - citizenship lessons
 - career education lessons

8

Program Components

The Builders Program

- ⌘ Life Choices: A Character Game
- ⌘ Builders Role Models
- ⌘ Program Assessment

9

Program Components

Navigators Program

- ⌘ Over 90 lesson plans and workshops in two books: *A Personal Compass for Daily Living* and *A Roadmap for the Future*
- ⌘ Career Seminars
- ⌘ Life Choices: A Career Game
- ⌘ Career Achievement And Character Award

10

Program Components:

The Champions Program:

- ⌘ For students with mental disabilities/challenges.
- ⌘ Daily living skills theme 57 lesson plans--teaches self-sufficiency and enhances coping skills.
- ⌘ Recognition plan includes honor wall chart and stickers.
- ⌘ Ages for the Champions program.
- ⌘ Special needs curriculum is sometimes supplemented with other grade programs.
- ⌘ Transition Program component for high school special needs students.

11

Learning for Life Works

School Based Programs: Character Building With Learning for Life

- ⌘ Improves classroom behavior.
- ⌘ Works in urban, suburban, and rural areas.
- ⌘ Improves students' decision-making skills.
- ⌘ Helps students care more about others.
- ⌘ Helps students work well with others.
- ⌘ Helps students understand honesty.
- ⌘ Teaches students personal hygiene.

12

Learning for Life Recognitions

School Based:

- ☒ **Seekers, Discoverers, Challengers Programs**
 - 15 stickers
 - Honor Wall Chart
 - Individual Honor Chart
 - Classroom Character Education Quality Award
 - National Accreditation Award
 - Adult Certificates
- ☒ **The Builders Program**
 - KidServe
 - Adult recognitions
 - National Accreditation Award

13

Learning for Life Recognitions

School Based:

- ☒ **Navigators**
 - Career Achievement and Character Award
 - Leadership Award
 - Young American Award
 - Congressional Award
 - Adult Recognition Certificate
 - National Accreditation Award
- ☒ **The Champions Program**
 - 12 recognitions items
 - Honor Wall Chart & Individual Honor Chart
 - Classroom Character Education Quality Award
 - National Accreditation Award
 - Adult Recognition Certificates
 - Transition program recognitions

14

Learning for Life Recognitions

National awards presented locally:

⌘ **Russell C. Hill Award:** recognition of outstanding contributions to character education by individuals or organizations

15

Learning for Life Resources

National public web site:
www.learningforlife.org

contains many items including an on line resource guide, Youth Protection Training, Safety First guidelines, Exploring Youth and Adult Leader Handbooks

16

Thank you for your support!

⌘ For less than \$10 a student, Learning for Life can provide a year around program to Florida's youth.

⌘ Not only does it provide curriculum for teachers, but additional added value programs like:

- Drug Free Me Calendar Contest
- Essay Contests
- Character Stars of the month
- Special Needs Adventure Days

17

