



PreK-12 Appropriations Subcommittee

**Wednesday, December 6, 2023
2:00 PM – 5:00 PM
Morris Hall (17 HOB)**

MEETING PACKET

**Paul Renner
Speaker**

**Josie Tomkow
Chair**

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Appropriations Subcommittee

Start Date and Time: Wednesday, December 06, 2023 02:00 pm
End Date and Time: Wednesday, December 06, 2023 05:00 pm
Location: Morris Hall (17 HOB)
Duration: 3.00 hrs

Funding Charter Schools Sponsored by a Florida College System Institution or State University and Presentation on the Fiscal Operation of the Tallahassee Collegiate Academy

Presentation on Add-on Weights for Certain Full-Time Equivalent Students Funded in the Florida Education Finance Program

To submit an electronic appearance form, and for information about attending or testifying at a committee meeting, please see the "Visiting the House" tab at www.myfloridahouse.gov.

NOTICE FINALIZED on 11/29/2023 4:03PM by DAD

Charter Schools Program

Dr. Calandra Stringer

Vice President for Academic Affairs and Provost

Dr. Barbara Wills

Vice President for Administrative Services and Chief Business Officer



Background

Tallahassee Collegiate Academy (TCA)

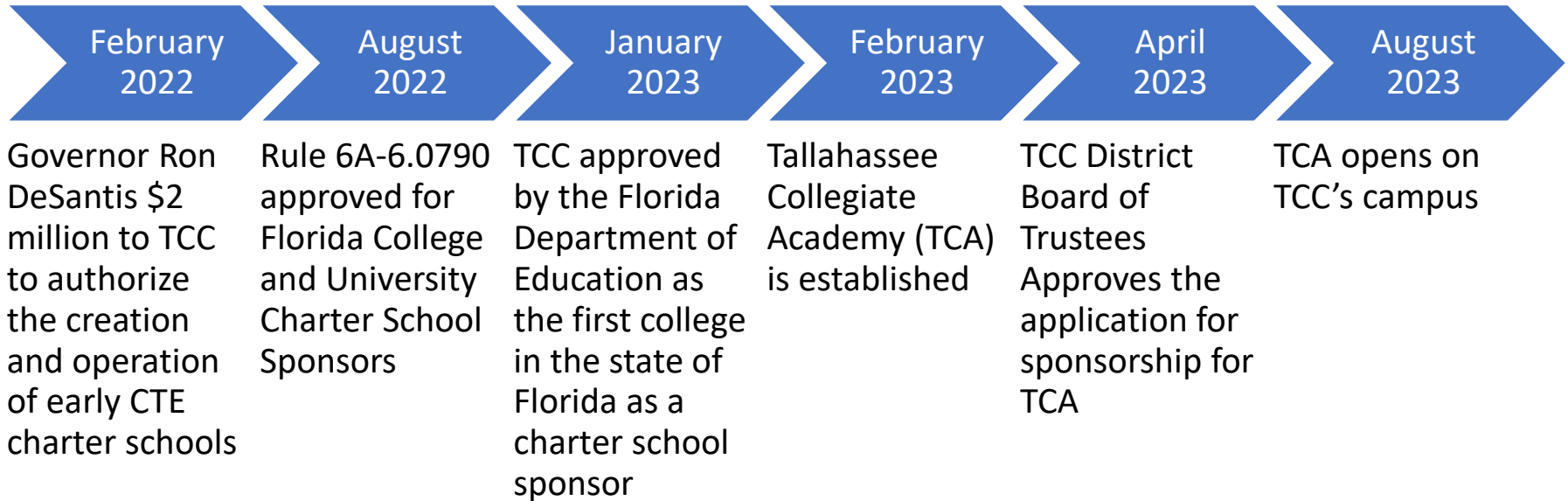
Our Important Role in K-12 Education

“Because needs related to educational capacity, workforce qualifications, and career education opportunities are constantly changing and extend beyond school district boundaries...a Florida College System institution may, upon approval by the DoE, solicit applications and sponsor a charter school...to meet workforce demands...”

Section 1002.33(5), Florida Statutes



Timeline



Our Vision

To provide access to high-quality secondary educational choices for students and their families and accelerated pathways to college and career that lead to greater socio-economic mobility.



Our Core Principles As A Sponsor

Ensuring that schools maintain high standards

Upholding school autonomy crucial to student success

Protecting student and public interests



Career and Technical Education (CTE) Charter School

- First-of-its-kind CTE charter schools initiative
- Allows high school students to earn an A.S. degree while in high school
- More accessible and accelerated pathways to completion of high-quality postsecondary credentials
- STEM focus



Who TCA Currently Serves

Previous School District	Number	Percentage
Leon	96	68%
Gadsden	17	12%
Wakulla	6	4%
Other	23	16%
Previous School Type	Number	Percentage
Public	83	59%
Public Charter	36	25%
Private	17	12%
Home School	4	3%
Lab Charter	2	1%



Total # of student enrolled for the 2023-2024 academic year:	142
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Grade Level	Number	Percentage
9 th	82	57%
10 th	49	35%
11 th	11	8%

Gender	Number	Percentage
Female	80	56%
Male	62	44%
Not Reported	0	0%
Race/Ethnicity	Number	Percentage
Black or African American	83	58%
White	52	37%
Asian	3	2%
American Indian/Alaska Native	4	3%
Native Hawaiian or other Pacific Islander	0	0%



Early Results

English Language Arts (Florida Assessment of Student Thinking; Grades 9 and 10)		
Measure	Baseline Number	Goal for 23-24
Achievement \geq Level 3	58	64
Learning Gains	53	<i>n/a for 23-24</i>
Learning Gains Lowest Quartile	40	<i>n/a for 23-24</i>

Mathematics (Algebra 1 and Geometry EOCs; enrolled students)		
Measure	Baseline Number	Goal for 23-24
Achievement \geq Level 3	49	60
Learning Gains	48	<i>n/a for 23-24</i>
Learning Gains Lowest Quartile	49	<i>n/a for 23-24</i>





Accountability & Responsibilities

As the Local Education Agency

Local Education Agency (LEA)

“The board of trustees of a sponsoring ...Florida College System institution is the local educational agency for all charter schools it sponsors for purposes of receiving federal funds and accepts full responsibility for all LEA requirements and the schools for which it will perform LEA responsibilities.”

Section 1002.33(5), Florida Statutes



Our Duties As a Sponsor

Monitor and review charter school progress toward goals established in the charter

Monitor revenues and expenditures

Ensure it is innovative and consistent with the state education goals

Ensure participation in state accountability program

Responsible for academic and financial performance of the charter school



TCC Responsibilities

- Student Health & Safety
- Civil rights compliance
- Maintain financial records and accounting system
- Annual financial statement and operating budget
- Continuing oversight of charter school operations
- Provide Internal Controls
- Auditor for annual financial audit
- Documentation of the facilities
- Personnel Selection & Records
- Charter School Website



Administrative & Educational Services

- Contract management
- FTE and data reporting
- ESE administration
- Administration for eligibility and reporting related to National School Lunch program
- Test administration services
- Process of teacher certificate data services
- Information services including SIS
- Training on all required systems



Fiscal Year 2023-24 Funding

- The Department of Education included in its Fiscal Year 2023-24 Legislative Budget Request \$678,000 in R/GR in the NonFEFP budget entity.
- Legislature appropriated \$1.6 million in R/GR. Amount based on the district average funds per student for Leon County School District.
- Amount based on 200 FTE.



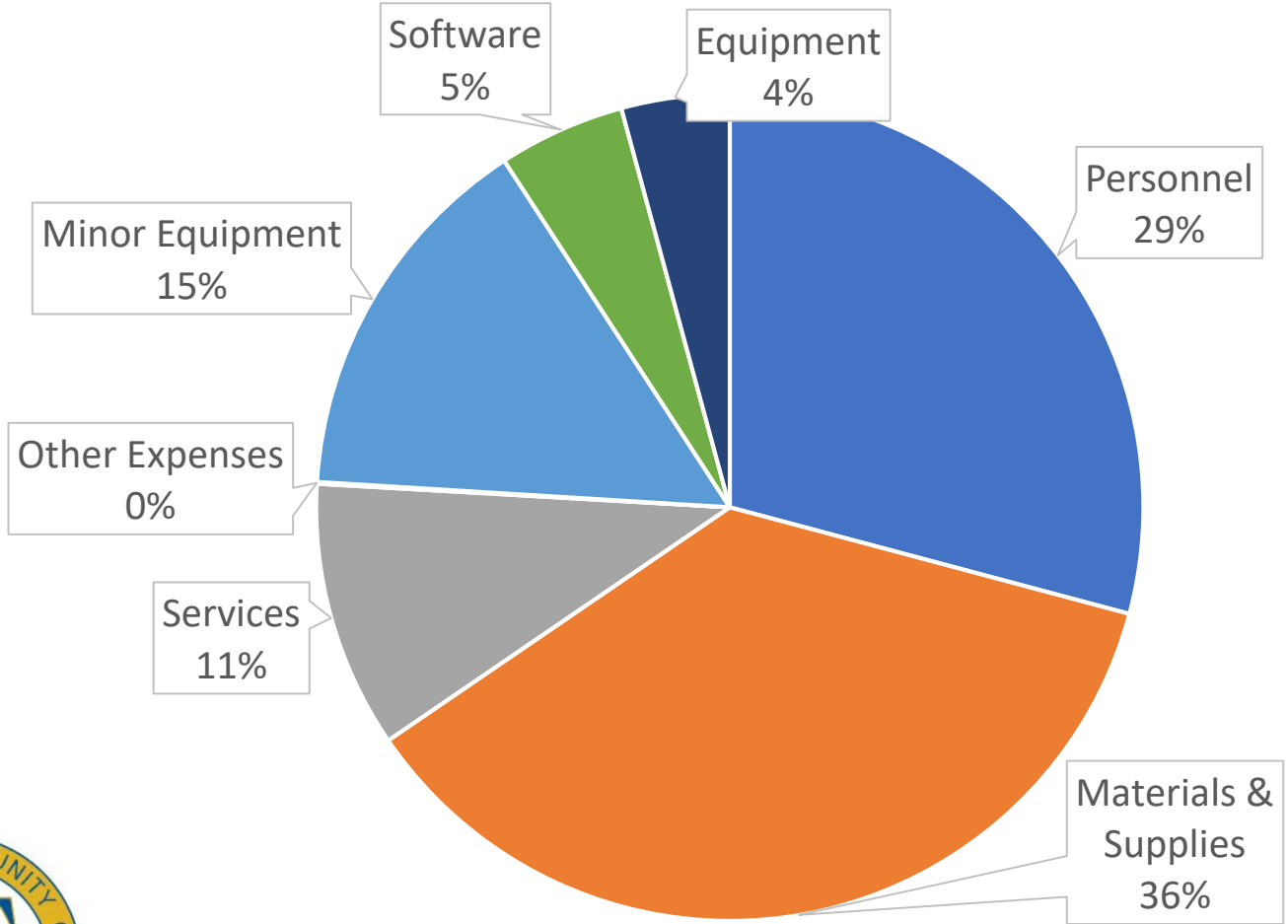
Grant for CTE Charter Schools Initiative - Fiscal Year 2022-23

- \$2 million for Expanding Early Career and Technical Education College High School
- Approve Charter School Application
- Develop curriculum
 - STEM Based
 - Aligned with Industry
 - Work-based Learning
 - A.S. Degree

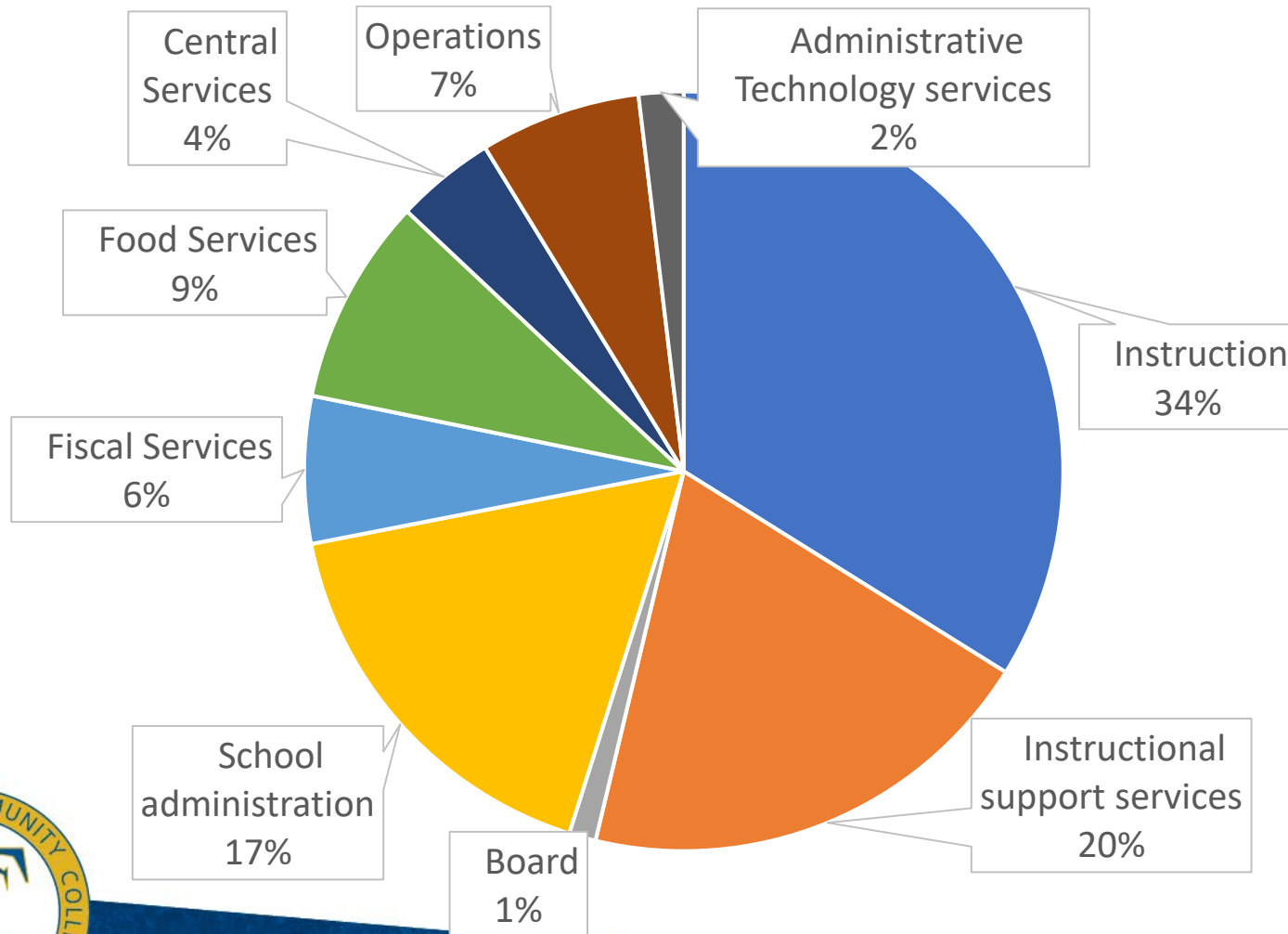




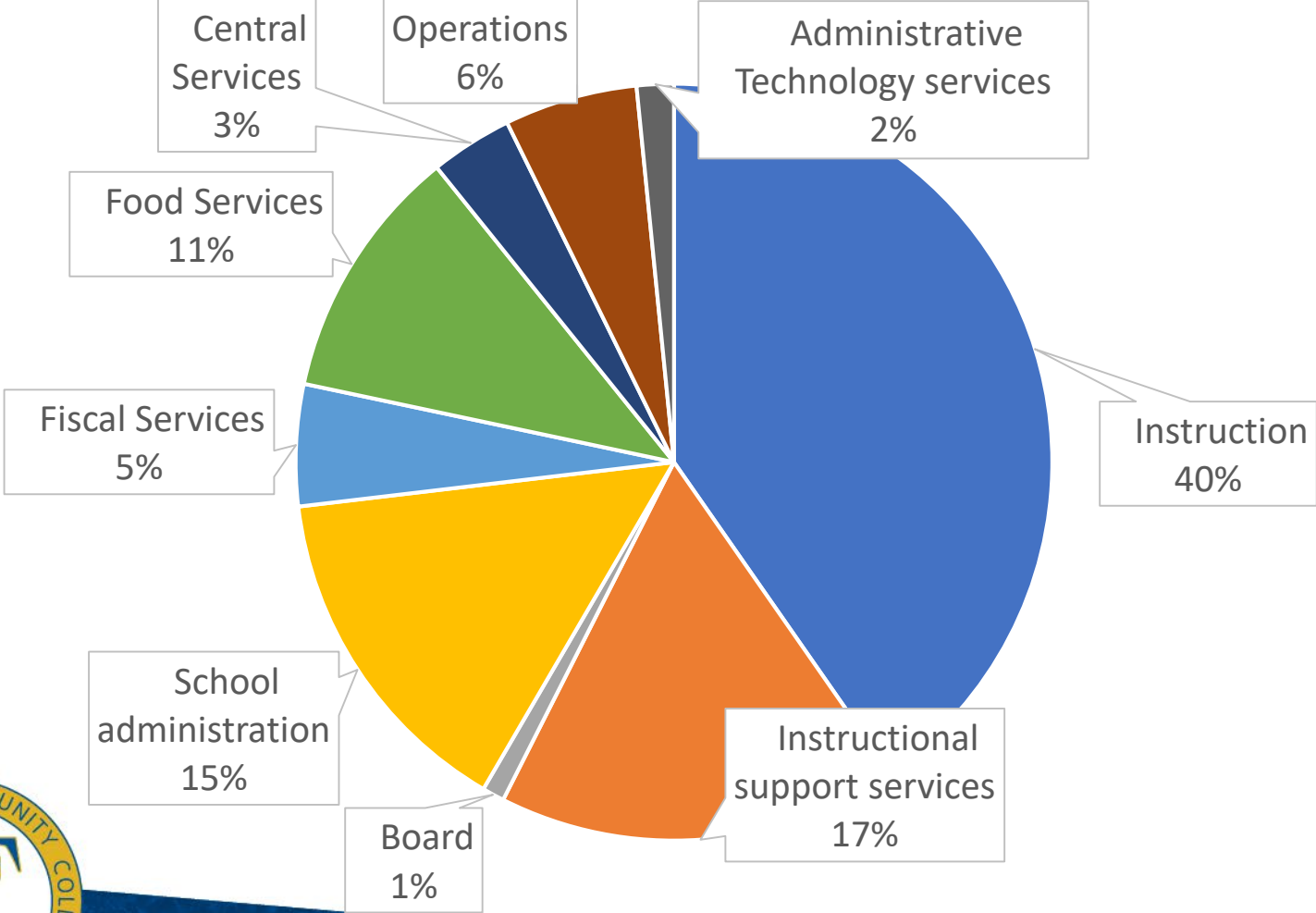
CTE Grant Budget



Fiscal Year 2023-24 Budget



Projected Fiscal Year 2024-25 Budget





Questions

Tallahassee Community College

Add-on Weights

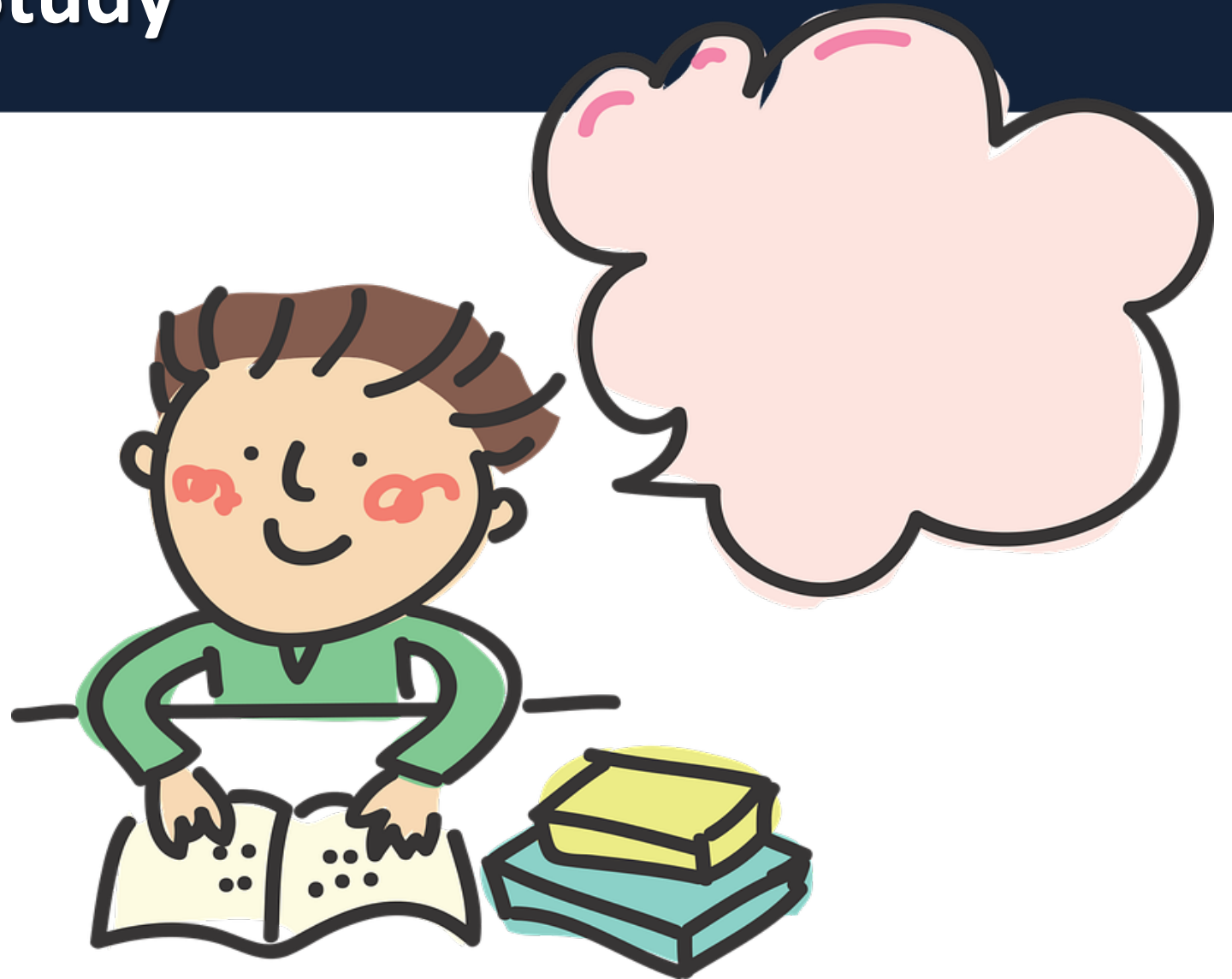
Overview of Add-On Weights in the Florida Education Finance Program (FEFP)





2023 Interim Study

The purpose of the interim study was to analyze the add-on FTE weights, *(which are used to convert unweighted FTE into weighted FTE when calculating the base FEFP)* to better understand if the current value of each add-on weight is still sufficient.





Add-on Weights Background

- First step in calculating the base FEFP is to convert unweighted FTE into weighted FTE.
- Two general types of “weights”:
 - Program cost factors – used to ensure that each education program receives an equitable share of FEFP funds relative to its cost per student, i.e., students enrolled in an exceptional student education program cost more than a student enrolled in a basic education program.
 - Add-ons weights – used to: (a) reward/incentivize a school district that offers courses/programs that are academically rigorous or supportive of workforce development or (b) address small district needs.



Add-On Weights

Two Types of Add-On Weights

Certain Courses/Programs

- Dual Enrollment
- International Baccalaureate (IB)
- Advanced International Certificate of Education (AICE)
- Advanced Placement (AP)
- Career and Professional Education Act Industry-Certified Career Education (CAPE)
- Early High School Graduation

Small District Need

- Exceptional Student Education (ESE) Supplement
- Isolated Schools



Add-On Weights: Courses/Programs

- For over 25 years, add-on weights have been authorized in statute and are included in calculating the base FEFP. The original add-on weights were for:
 - Students enrolled in an IB course who earned a score of 4 or higher on a subject examination received a 0.24 add-on weight and a student who earned an IB diploma received a 0.3 add-on weight.
 - Students enrolled in an AP course who earned a score of 3 or higher on the AP subject examination received a 0.24 add-on weight.
 - **Data is unavailable that explains how the values of the add-on weights were determined.**

- Over the years, two general types of changes have been made to add-on weights:
 - Additional types of courses/programs have been statutorily-determined eligible.
 - Early High School Graduation, AICE, CAPE, and Dual Enrollment.
 - For each new course/program added, the value of the add-on weight has been the same as the existing ones.
 - In 2008, the value of the add-on weight was reduced for IB, AICE, and AP exam students from 0.24 to 0.16.
 - Subsequent courses/programs determined eligible after 2008, have included the 0.16 weight value.



Add-On Weights: Courses/Programs

For the **AICE, AP, CAPE** and **IB** courses/programs:

- Add-on weights are provided for students earning a specified score on the subject exam and receiving the specified diploma.
- Revenue generated from the add-on weights must be used for course/program-related costs and for providing associated teachers with a bonus payment.

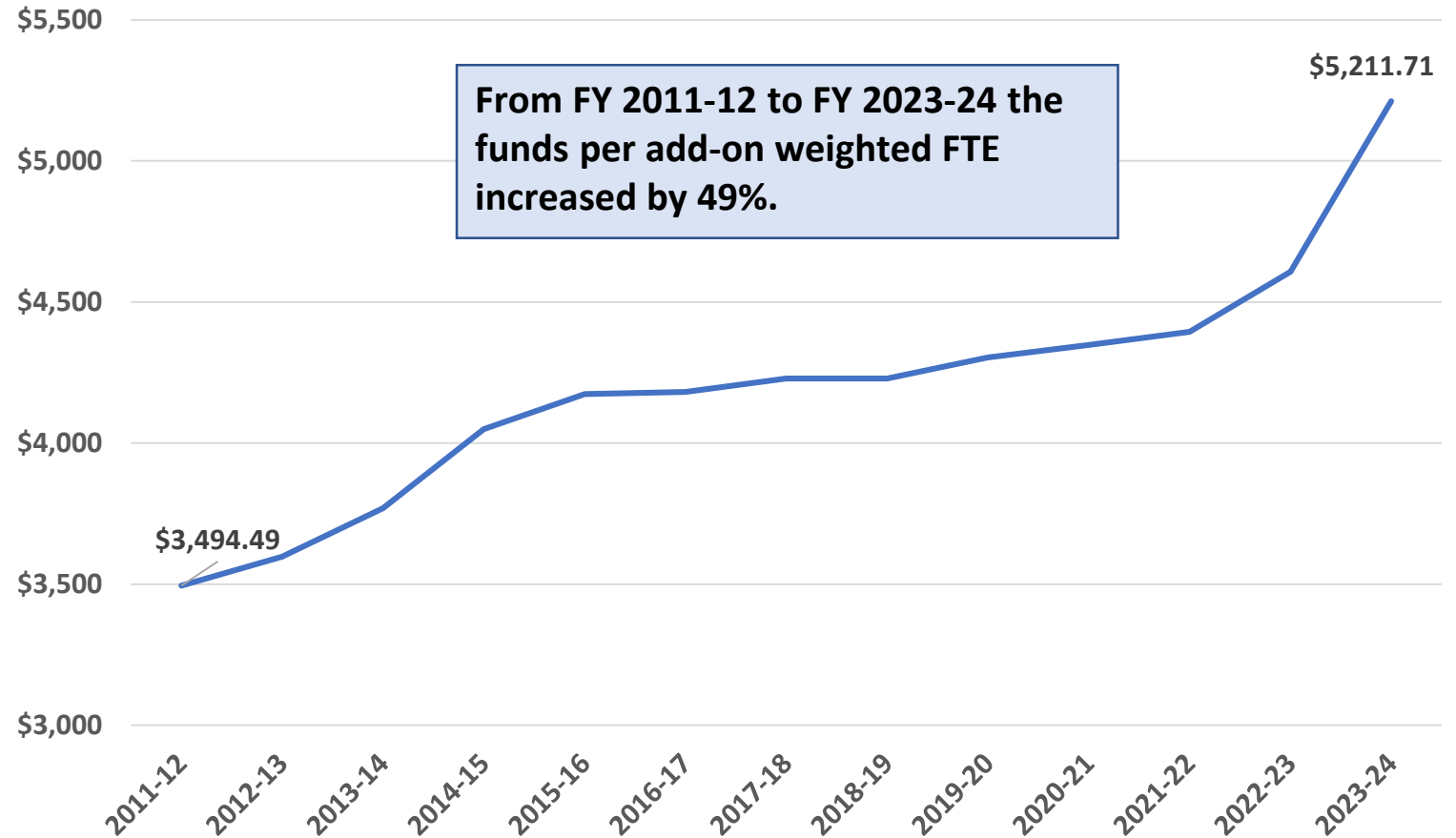
For **Dual Enrollment** and **Early High School Graduation**:

- Add-on weights are provided for students:
 - Earning a specified grade on certain general education courses.
 - Completing courses that lead to an industry certification.
 - Receiving an associate degree with a 3.0 GPA or better.
 - Graduating in advance of their cohort.
- Only statutory direction is for dual enrollment with at least 50% of revenue from add-on weight must be used to support academic guidance and postsecondary readiness.



BSA Increase Impact on Funding per Add-on FTE

Since part of the calculation of the base FEFP includes multiplying the number of weighted FTE by the BSA, as the BSA has increased so has the amount of revenue generated by the add-on weights.





Courses/Programs: Add-On Weight Funding

- From FY 2018-19 through FY 2022-23, a total of **\$1.6 billion** in add-on weight funding was provided in the FEFP.

Add-On Weights: Courses/Programs														
Total Add-On FTE and Funds FY 2018-19 through FY 2022-23														
	Dual Enrollment		IB		AICE		AP		CAPE		Early High School Graduation		Total FTE	Total Funds
	FTE	Funds	FTE	Funds	FTE	Funds	FTE	Funds	FTE	Funds	FTE	Funds		
2018-19	0	0	5,257	\$ 22.1 M	11,239	\$ 48.2 M	29,434	\$ 124.4 M	18,405	\$ 77.4 M	1,116	\$ 4.7 M	65,450	\$ 276.8 M
2019-20	0	0	5,037	\$ 21.6 M	12,561	\$ 54.8 M	29,792	\$ 128.1 M	19,093	\$ 81.7 M	1,350	\$ 5.8 M	67,834	\$ 292.0 M
2020-21	0	0	5,369	\$ 23.2 M	17,222	\$ 75.6 M	31,891	\$ 138.5 M	12,701	\$ 54.9 M	1,479	\$ 6.4 M	68,661	\$ 298.6 M
2021-22	10,564	\$ 46.3 M	5,432	\$ 23.8 M	18,340	\$ 81.5 M	25,436	\$ 111.7 M	15,482	\$ 67.5 M	1,408	\$ 6.1 M	76,661	\$ 337.0 M
2022-23	9,676	\$ 44.4 M	5,283	\$ 24.3 M	18,780	\$ 87.4 M	27,898	\$ 128.6 M	17,848	\$ 81.6 M	1,038	\$ 4.8 M	80,523	\$ 371.1 M
Total	20,239	\$ 90.7 M	26,377	\$ 115.0 M	78,142	\$ 347.5 M	144,452	\$ 631.5 M	83,529	\$ 363.1 M	6,391	\$ 27.8 M	359,130	\$ 1.6 B



Add-On Weight Funding: Use of Funds

Statute describes the allocation and eligible uses of the funding generated by the add-on weights.

- ✓ Costs associated with offering the courses/programs.
- ✓ Teacher bonus pay for the IB, AP, AICE and CAPE.

There is no statute that requires school districts to provide add-on weight expenditure data to the Department of Education (DOE). As such, it is difficult to compare the amount of add-on weight funding to the school districts' associated costs.

The DOE provided a report on teacher bonus pay distribution for FY 2018-19 through FY 2021-22. For this 4-year period, 11 school districts did not provide any teacher bonus pay data and all but FAMU and FAU Lab Schools reported add-on FTE every year for at least one add-on weight course/program with a teacher bonus payment requirement.



Add-On Weight Funding: Teacher Bonus Payment

Add-On Weight Programs with Teacher Bonus Payment

	Total # of Teachers Receiving Add-On FTE Bonus Funds	Total Add-On FTE Associated with Bonus Programs	Total Funds Generated from Add-On FTE of Bonus Programs	Total Bonus Amount Distributed	Difference	% of Add-On Funds Used for Teacher Bonus
FY 2018-19	9,412	64,334	\$ 272.1 M	\$ 14.5 M	\$ 257.6 M	5%
FY 2019-20	9,709	66,484	\$ 286.2 M	\$ 15.3 M	\$ 271.0 M	5%
FY 2020-21	9,748	67,182	\$ 292.2 M	\$ 16.1 M	\$ 276.1 M	6%
FY 2021-22	9,756	64,690	\$ 284.5 M	\$ 14.7 M	\$ 269.8 M	5%
Total	38,625	262,690	\$ 1.1 B	\$ 60.6 M	\$ 1.07 B	5%
Average	9,656	65,673	\$ 283.8 M	\$ 15.2 M	\$ 268.6 M	5%



Add-On Weight Funding - Takeaways

- The data is no longer available that shows how the values of the add-on weights were originally determined 25+ years ago or when changed in 2008.
- Add-on weights generate a significant amount of funding in the FEFP.
 - In FY 2003-04, **\$59.8 million** was provided in the FEFP for all add-on weights; in FY 2023-24, that amount grew to **\$372.7 million**.
- With the exception of the AICE course/program, over the past five years, the number of FTE enrolled in the eligible add-on weight courses/programs has either decreased or remained essentially the same.
- Since data on how the majority (95%) of the add-on weight funding is not reported, it is unknown if the current values of the add-on weights generate sufficient funds to cover the costs associated with the courses/programs or if there is a surplus of funds.



Staff Recommendation

To answer the “unknown” . . .

- It is recommended that school districts be required to provide the following data:
 - Their costs associated with: (a) initially offering the courses/programs that are eligible for the add-on weight funding pursuant to s. 1011.62(1), F.S., and (b) continuing to offer the courses/programs.
 - The amount of add-on weight funding distributed to eligible teachers for the bonus pay.
 - Specific data detailing how the add-on weight funding appropriated in the FEFP is expended by school districts.